

Progress Report

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

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Background

The College of Micronesia-FSM is located in the 27 year old country of the Federated States of Micronesia. This former trust territory is comprised of 607 islands covering almost 2 million square miles of the Western Pacific Ocean and contains a population of approximately 120,000 residents from fifteen different distinct traditional cultures and languages. The College of Micronesia-FSM (COM-FSM) is a two-year, English language speaking institution offering 34 certificates and degrees.

Section 1.01 Figure 1. Location of the Federated States of Micronesia

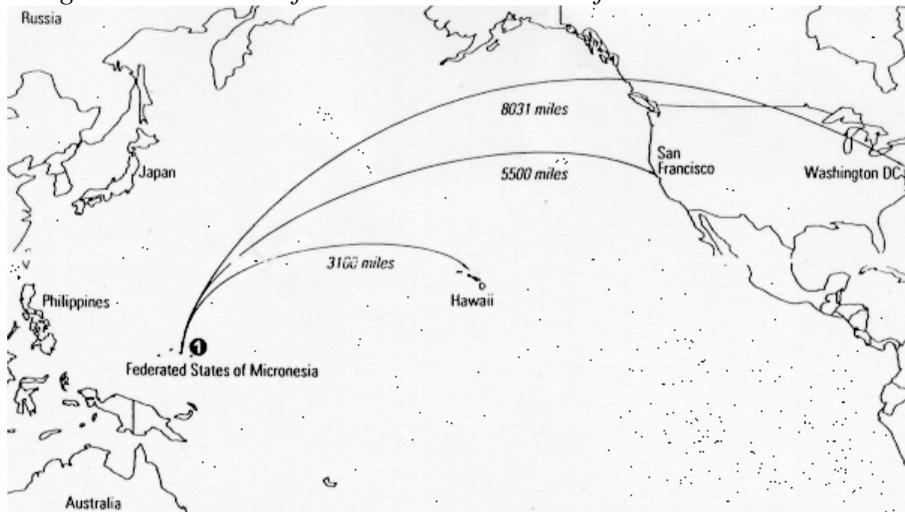
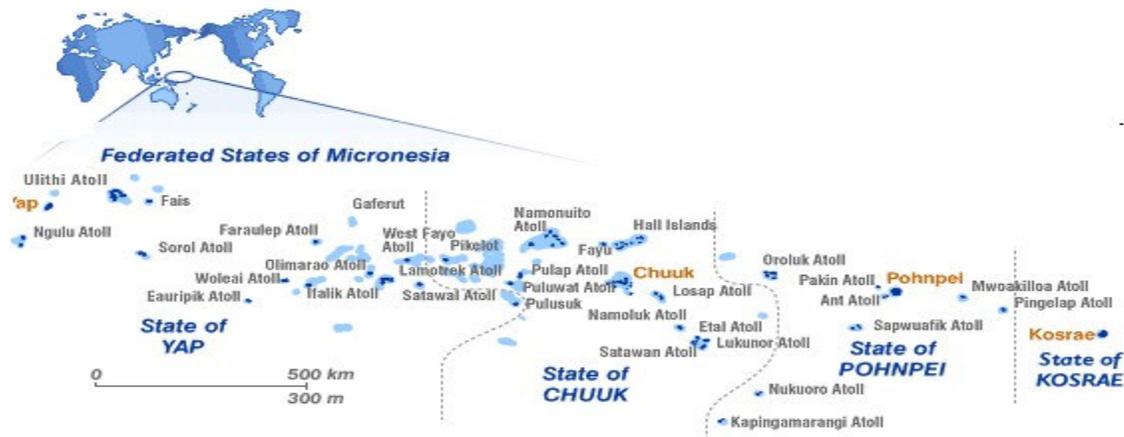


Figure 2. Details of the Federated States of Micronesia

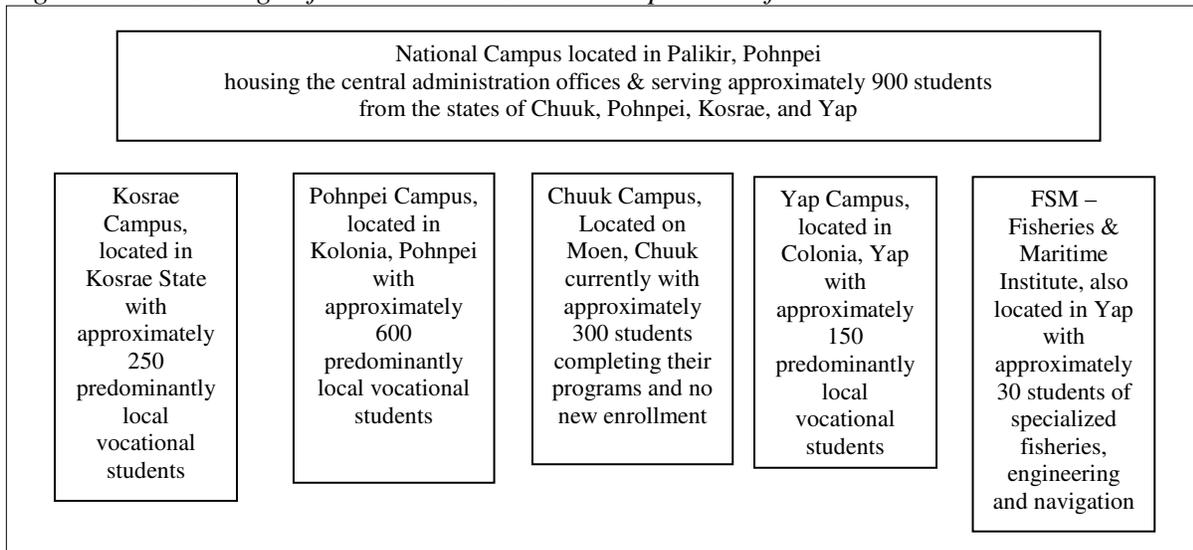


Configuration of the College

Structured to serve the needs of a developing nation, COM-FSM is one college with six campuses located in the four island states of the Federated States of Micronesia. The administrative center is located at the National campus in Palikir, Pohnpei, and serves those students from the four FSM states who are interested in the course offerings of the National campus. Like the other states, the state of Pohnpei also has a state campus in Kolonia. The other college sites are the state campuses on Kosrae, and state campuses on the main island of the state

of Yap, called Yap proper and on the main island of Weno in Chuuk. The Chuuk campus is currently not enrolling new students but offers courses to previously enrolled students who are completing their programs. The situation in Chuuk will be discussed under Recommendation #6. The newest site, the FSM Fisheries and Maritime Institute, is also located on the island of Yap.

Figure 3. The College of Micronesia-FSM six campuses on four islands



History of Education in the FSM

Higher education was first established for this developing nation in 1963 when the United Nations Strategic Trust Territory of the Pacific Islands (TTPI) and the University of Hawaii created the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training opportunities. When the focus of MTEC changed from in-service to pre-service teacher education, the center was renamed Community College of Micronesia (CCM). CCM expanded into additional areas, such as business management, pre-transfer liberal arts, and continuing education and was first accredited by the Western Association of Schools and Colleges in 1978.

In each TTPI district, Education Centers [EC] provided in-service teacher education closer to home. When CCM was united with other postsecondary institutions in the TTPI under the College of Micronesia (COM) system, administration of the CE Centers was placed under the COM main office. After the TTPI split into three independent nations—the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia—the three institutions in the COM system also separated. In April 1993, the College of Micronesia-FSM (COM-FSM) separated from the larger system and became an autonomous college with the mission of exclusively serving students in the Federated States of Micronesia. This move included placing the CE Centers located in the FSM under COM-FSM.

Once autonomous from the larger College of Micronesia, the COM-FSM Board of Regents created an ambitious vision for higher education as a strategy to develop the employment capacity of Micronesian citizens. In the 1994 - 1998 strategic plan it was envisioned that the four continuing education centers on Pohnpei, Chuuk, Yap, and Kosrae would each become comprehensive community colleges and the former Community College of Micronesia located in

Pohnpei would become a baccalaureate-degree granting institution for the FSM. The board renamed the CE centers to COM-FSM Campus/(state) to reflect this new mission. As a result, each state campus operated practically independently, a reflection of the strong powers of the states granted under the Constitution of the Federated States of Micronesia.

In recent years, due to fiscal and operational limitations, this ambitious plan has been readjusted. The political will supports the current status of one college – the College of Micronesia-FSM – with six campuses located on four islands: a comprehensive community college campus with the National campus focusing on degree and professional certificate programs, four state campuses focusing on vocational training, and the specialized FSM Fisheries and Maritime Institute (not yet offering credited courses).

COM-FSM Mission

Under the leadership of President Spensin James, during the past year the college community has revised the mission statement, added vision and values statements, and tied the goals to the strategic plan. The college's mission continues to be directly tied to the nation's challenge of uniting disparate cultures and languages. Like the previous mission statement, this is a living document that has a remarkable presence for all members of the college community. It is frequently cited in conversations and is read before meetings of the Board of Regents.

The previous mission statement stated that the college would “provide educational opportunity – academic, vocational and technical – for all people”, which is an unrealistic goal for the college. At the May meeting of the Board of Regents, the President was directed to consider the issue of revising the mission statement and bring the matter to the September 2005 BOR meeting. The President immediately began a college wide discussion of the current mission statement. He held meetings of the Planning Council and solicited opinions from all the campuses. By the end of July over two dozen draft versions of revised statements had been gathered with suggestions and contributions from all the campuses.

On August 1st and 2nd, 2005, a Presidential Retreat was held at National campus that included over 40 representatives and leaders of the college. All members of Planning Council as well as representatives from the campuses were included. A faculty member of the University of Hawaii who has had extensive strategic planning experience as well as many years of experience working in Pacific communities facilitated the meeting. During the Presidential Retreat the new vision, mission, and values statements were drafted and seven goals were identified. These documents did not begin with the previous statement, but were created by the group using principles of planning introduced by the facilitator.

These documents were circulated widely and many, many comments were collected and reviewed by members of the administration. Most of the comments were very supportive of the new documents, but there were some concerns about the brevity of the mission statement and the language regarding student learning. Several groups reviewed the comments; all of the opinions expressed were heard; and a great many of the comments were incorporated. A small subcommittee reviewed all the comments and attempted to reflect consensus.

A review of the process revealed that there was consensus about making student learning a high priority but not about using the “student learning outcome” language; there were a great many who felt that the nation building language in the mission statement was essential; most comments reflected the unique circumstances of the FSM; many felt the statement should not limit the college enrollment but should not promise to educate “all”; everyone wanted it to be grammatically correct and clear. Finally, there was discussion and approval by the Cabinet on August 26, 2005 and the Board of Regents on September 15, 2005. The new mission statement went into effect almost immediately.

Vision Statement

The College of Micronesia-FSM will assist the citizens of the Federated States of Micronesia to be well educated, prosperous, globally connected, accountable, healthy and able to live in harmony with the environment and the world community.

Mission Statement

Historically diverse, uniquely Micronesian and globally connected, the College of Micronesia-FSM is a continuously improving and student centered institute of higher education. The college is committed to assisting in the development of the Federated States of Micronesia by providing academic, career and technical educational opportunities for student learning.

Values Statement

In order for us to achieve our Vision, Mission, and Goals we agree to uphold the following core values and behaviors. We value:

1. Learner-centeredness - Learners are our primary focus and we provide quality instruction and services in a nurturing and safe environment.
2. Professional behavior - We are competent, service-oriented professionals with a commitment to life-long learning and a commitment to provide excellent and exemplary service to students, colleagues and the community.
3. Innovation - We provide a dynamic, creative, up-to-date, and innovative environment to allow the college community to function effectively in a global economy.
4. Honesty and Ethical Behavior - We are honest and abide by the COM-FSM Code of Ethics in all our personal and professional interactions to create and maintain trust and unity among ourselves and with our community.
5. Commitment and Hard Work - We commit and invest our time, energy and resources to create a rigorous, high quality learning environment.
6. Teamwork - We live in a community where collaboration, open-mindedness, respect and support for each other help us achieve our mission.
7. Accountability - We are responsible for and accountable in our daily activities to our partners and the community we serve. We comply with all applicable regulations and use our resources efficiently and effectively to maintain a high level of trust and confidence.

Goals

The College of Micronesia-FSM, through a cycle of assessment and review, will continuously improve to meet or exceed current accreditation standards and will:

- 1) Promote learning and teaching for student success and satisfaction;
- 2) Create an adequate, healthy and functional learning and working environment;
- 3) Foster effective communication;
- 4) Invest in sufficient, qualified, and effective human resources;
- 5) Have sufficient and well-managed fiscal resources that allows for financial independence;
- 6) Build a partnering and service network for student success, and workforce and economic development; and
- 7) Promote the uniqueness of our community, cultivate respect for individual differences, and champion diversity.

Statement on Report Preparation

After the accreditation visit team in April 2005, the Board of Regents passed a motion to scale back services at Chuuk campus limiting instructional programs and halting the enrollment of new students. This information was considered at the June 2005 WASC meeting. Thereafter the warning status was lifted and college's accreditation was reaffirmed.

The college, lead by the administration and the accreditation working group, continued to address the primary issues identified by the visit team, which are:

- Creating continuity and evaluating communication,
- integrating planning, budgeting and assessment in a feedback loop,
- integrating all campuses in a cycle of continuous improvement, and
- identifying and assessing student learning outcomes.

The college monitors these issues by keeping an updated standards timeline of all college activities which were carried out in response to the six recommendations. The accreditation working group, which has been led by the institutional research and planning director prior to the compilation of the March 15, 2005 progress report, established a 25-week working schedule. The schedule listed all accreditation working group meetings and tasks that need to be completed before the submission deadline of this report. The working group held its first meeting on the 21st of September 2005 and went over the schedule and finalized plans. Around the same time, the institutional research and planning office (IRPO) director announced her resignation and the ALO automatically took over her tasks in relation to the preparation of this report. The ALO inherited the duty of updating the standards timeline, called meetings, assigned subcommittees of the working group according to the six recommendations, and provided support to keep the work on this report in constant progress.

Since the former IRPO director has a good working knowledge of the previous progress report as well as all the tasks that need to be completed before the submission of this report, the college president contracted her until June 2006 to provide guidance and assistance with the preparation of this report and the creation of materials in response to WASC recommendations among other things. On the 7th of February 2006, the former IRPO director made known to the college president her intention to disassociate herself from the accreditation working group. The ALO immediately called meetings for the working group and assigned writers for the six recommendations and immediately the document preparation process accelerated. A working document was put together by the 24th of February 2006 and received the endorsement of the college president's cabinet on the 28th February. The next day the working document was sent to

the Board of Regents and later on the week received their endorsement with the understanding that the college will continue to refine the document and send them copies of the final report by the 15th of March. The working document was also emailed to all campuses on the 1st of March and the college engaged in a full week of discussions concerning the format and contents of the document. The working document was proofread for proper grammar and punctuation and the Accreditation Standards cited. All comments were received by the ALO on the 8th of March and the working document went through a final proofreading for grammar, content and alignment of the six recommendations. The accreditation working group met on the 14th of March and signed off on the report for submission to WASC.

Members of the team

The members of the accreditation working group are: Spensin James, President; Rencelly Nelson, Human Resources Director; Jean Thoulag, Vice President for Instructional Affairs; Ringlen Ringlen, Vice President, Support and Student Affairs; Jimmy Hicks, Institutional Research and Planning Director; Norma Edwin, Executive Assistant to the President; Dana Lee Ling, Math/Science Division Chair; Joe Saimon, Accreditation Liaison Officer; Jonathan Gourlay, Languages/Literature Division Chair; Karen Simion, Academic Affairs Director; Richard Womack, Faculty/Staff Senate; Penny Weilbacher, Pohnpei Campus Director; and Danny Dumantay, Comptroller.

Recommendation 1: Improve Communication

The college must develop and implement a collaborative process that:

- ***(I) Includes faculty, staff, students, and administrators at the college's six sites.***
 - ***(II) Identifies the roles and scope of authority of the faculty, staff, students, and administrators in the decision-making processes.***
 - ***(III) Identifies the roles and scope of authority of college committees in the decision-making processes.***
 - ***(IV) Includes dialogue as a means to develop, document, implement, and evaluate assessment plans for student learning outcomes in both instruction and student services.***
 - ***(V) Includes formal pathways for effective communication and recommendations are distributed across the college's six sites.***
-

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Examples of *Presidential Update*;
- Results of the most recent communication survey of staff, faculty and students;
- Staff and faculty senate by-laws;
- Committee responsibility memos, minutes and terms of reference for committees, information on proxy representation for remote campus committee members;
- Materials in support of assessment plan development, documentation of dialogue regarding assessment, assessment study group notes;
- Chronological log of activities in support of communication;
- Communications policy;
- Documentation of policy evaluation;
- Fiscal year 2006 and 2007 budget guidelines; and
- Cabinet and BOR minutes.

Introduction

To address the expectation of collaboration and improved communication, the College of Micronesia-FSM has continued to implement a number of initiatives to strengthen the connections between faculty, staff, students and the community. Significant changes in the previous year have begun to be institutionalized and are ready to be, or in some cases have been, evaluated. [Bullet I, Recommendation #3, Standards IB.1, IVA.1, IVA.3, IVB.2bi].

Clearer lines of authority

The new organizational chart has been fully implemented in the sense that all key leadership positions are either in the process of or already filled. Several senior leaders who had resigned have been replaced. Newly created coordinator positions at the state campuses are now filled. The vacated positions of director of academic affairs and director of institutional research and planning have been filled. The two new hires contributed to the production of this report. Additional activities are in progress, including the hiring of the new vice president of

administration and the director of development and community relations. The ad hoc search committee has interviewed potential candidates and has submitted a name to the Board of Regents to act on during their March 2005 meeting. The vacancy announcement for the new director of development and community relations closes on March 19, 2006.

The budget development process has been considered by the Planning Council to align budget development with the new structure of the college. The council approved changes which were included in the fiscal year 2007 budget development guidelines. The guidelines were approved by the cabinet on August 26, 2005 and adopted by the board on September 15, 2005. A survey on the effectiveness of the changes has been completed. Details of this survey are provided under Recommendation #4.

Working together

There have been many efforts to have frequent and inclusive communication that clarify issues and set direction. [Standards IB.1, IVA.1, IVA.2a].

Serious efforts are underway to allow college community members opportunities to join in, access the collaborative efforts of the college, focus attention on issues and consider data. Progress is being made in meeting this goal. Faculty, staff, and students are all participants in the progress that is reflected in this report. The college hosted a meeting at the FSM-China Friendship Sports Center during January 2006 with participants comprising key leadership and faculty positions from all the college's six campus sites to reexamine and evaluate important issues such as the college's institutional effectiveness efforts and assessment at the program level. Collaboration and discussions have increased among members of the college faculty at all sites as evidenced by the 70% of faculty members who agreed that communications have improved. The National campus Faculty/Staff Senate continues to promote a spirit of dialogue with their state counterparts as evidenced by their willingness to help Chuuk and Pohnpei campuses faculty and staff members establish working senate bodies. Students, who are found through the communication surveys to obtain information from their friends and peers, receive information about this report through their representative who now frequents cabinet meetings [Bullet I & II, Standards IB.5, IIA.2f].

The new climate of regular intercampus meetings and site visits to the campuses fosters new ideas. These ideas have been developed into action and have been accessible to the community. Focused all-campus meetings on issues affecting the college have continued to be held. Faculty members from the state sites along with the instructional and student service coordinators teamed up with their National site counterparts to contribute to and agree on a constructive future for the college [Bullet II & V, Standards IB.1, IVA.1].

Minutes of these meetings and other documentation will be available in the team room during the accreditation team visit. Faculty and administrators have traveled to campuses to deliver training, assist with procedures, talk to leaders, monitor progress, and listen to the college community, including the students [Bullets I & II, Standard IVA.1].

Consistency of Leadership

The hiring of Mr. Spensin James as president of the college contributed to the consistent and forward direction of the college. The *Presidential Update* contains information from all departments and divisions at all campuses. [Standard IVB.2e] Regular meeting schedules are announced, and committee minutes are documented and circulated among members. [Standard IVA.3] Policies and procedures are enforced and reminders have been distributed to all concerned when necessary. [Bullet V, Standard IVA.2] This year the college community performed a large number of tasks. These tasks were made easier and more effective by adequate communication and definition of roles. The implementation of proxy representation for state campuses in committees is being adopted. The student services committee is currently working on fully adopting proxy representatives for each of the campuses. Meeting minutes, agenda and committee work updates are regularly sent out to all members in a timely manner. A telephone survey was conducted by IRPO to determine the effectiveness of the proxy system for the sponsored programs committee and recommendations for improvement. Six individuals were interviewed including three proxies, two proxy representatives and one general member of the committee. All participants agreed the proxy system for the sponsored programs committee should continue but most expressed a need that if the proxy system is to be effective there needs to be constant interaction between the proxy and the person being represented. A comment on the impact of proxies on the sponsored programs was limited as much of the work of the committee and review of applications is conducted electronically – allowing direct access of all members. The IRPO staff also utilized the state campus instructional and student services coordinators as proxies to administer the March 2006 communications surveys at the state campuses. The effectiveness of these procedures will be evaluated in 2006. The college will also evaluate the effectiveness of its new organizational structure this year. [Bullets II & III, Standard IVA.2a]

Increased communication

Interaction between the campuses continues to exceed all previous levels as indicated in the second communications survey of March 2006. All members of the college community have been kept informed and are invited to comment on the responses to the recommendations. [Bullets I & V, Standard IVA.3] Those waiting to see if the changes would be real have now begun to participate either by agreeing or constructively disagreeing. Comments on the preparation of this report were received from individuals at all campuses. The benefit of the large number of activities instituted to address the recommendations has strengthened the college and they are beginning to show tangible results such as the collegiality that is evolving during the development of major reports to WASC. [Bullet V]

Addressing the uneven distribution of resources among the campuses has been a high priority for the college during the past year. The budget allocation for fiscal year 2007 has been adjusted to address this disparity of resource allocation. Although this change has many difficult aspects, the college culture has begun to change as evidenced by National campus offices being accustomed to bigger budgets finding more funding being given to state campuses to promote quality services at all campuses. The redistribution effort is on-going and beginning to be

institutionalized. [Standards IIA.1, IIA.2, IIB.1, IIB.3a, IIIA, IIIB.1]. The college has now entered a period of evaluation and readjustment. [Recommendation #5, Standard IB.1]

Contact between the National campus administration and faculty and the other campuses has been increased. [Bullet I, Standard IB.1] Members of administration have made more frequent appearances at the campuses. There, they have listened to the issues that concern the staff, faculty and students at each site. Meetings have also been held between the college community and the college leadership, at both the national and state levels, on issues such as funding for the college and the evaluation of college services. [Bullets I, II & V, Standard IVA.1]. A log of these trainings and working visits is made available as Appendix 1.

All campus meetings have been of great assistance in the progress that has been made in addressing issues of organization, accountability, and administrative functions. [Bullets II & V] Face-to-face meetings have helped to make written communications more personal. Strengthened relationships between counterparts at different campuses have done much to reduce misunderstandings and increase real interest in resolving issues. [Bullet I]

A more thorough description of the communication pathways assessment will be provided under Recommendation #5. Future communication plans will be detailed under Recommendation #3.

Recommendation 2: Improve Communication

The college must develop, document, and implement an organization of administrative responsibilities across the six sites that ensures continuity in student support and instruction and gives a clear, consistent line of administrative authority such as,

- ***For all instructional programs cross all sites to the Vice President for Instructional Affairs***
 - ***For all student service programs across the sites to the Vice President for Support and Student Affairs***
 - ***For all learning resources programs across the sites to the Director of Learning Resources Center.***
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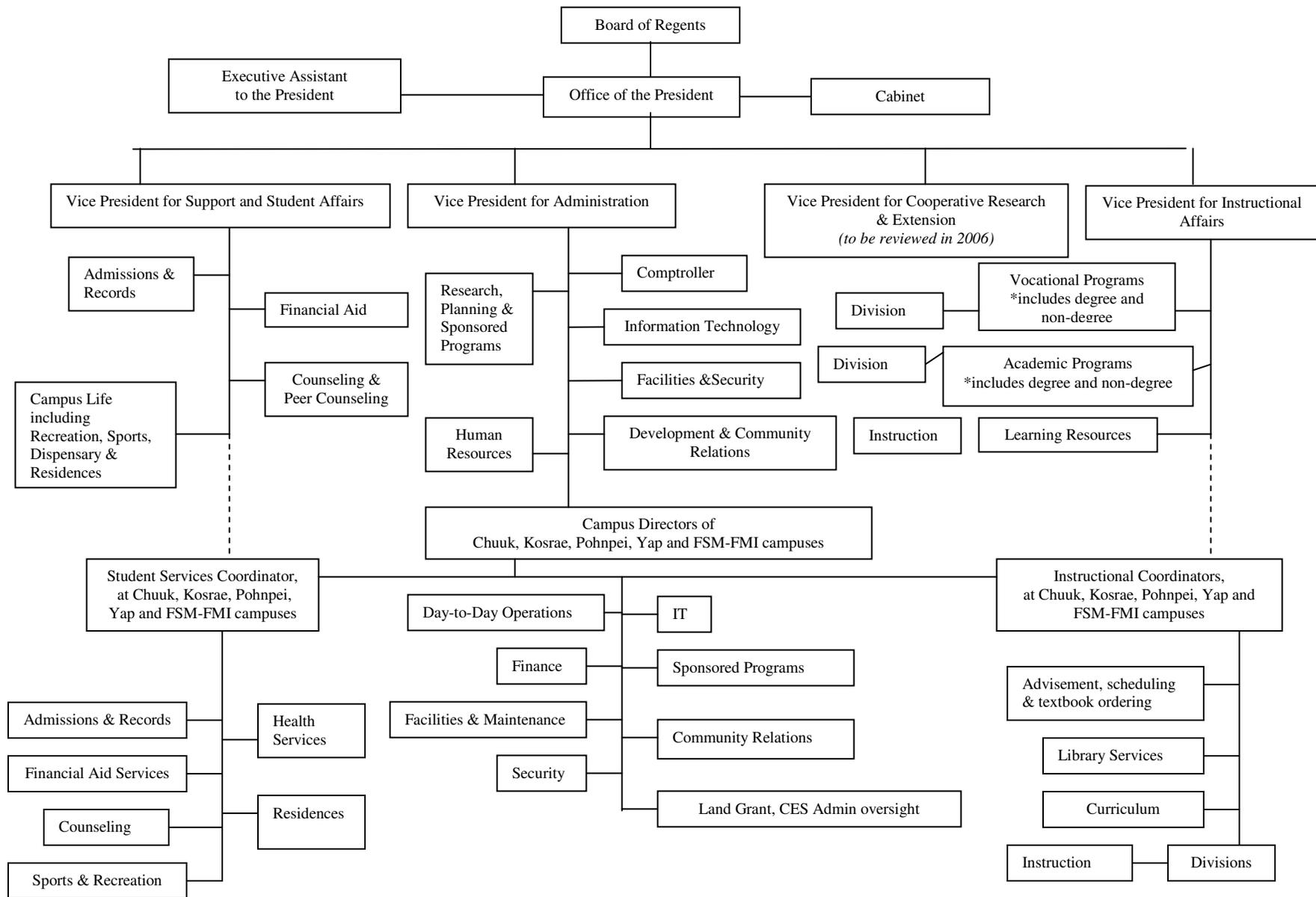
The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Board of Regents minutes;
- Previous progress reports to WASC;
- Implementation training materials used in February 2006 training; and participants evaluation report;
- Documentation of follow-up discussions;
- Log of visits between campuses for training and monitoring;
- Enrollment monitoring factors & criteria;
- Documentation of communication on instructional issues;
- Field notes and trip reports of face to face visits;
- Documentation of all-college librarians meeting, and assignments;
- Campus implementation plans for Chuuk, FSM-FMI, Kosrae, Pohnpei, Yap and National campus; and
- Fiscal year 2006 and 2007 budget guidelines.

Introduction

In the progress report submitted to WASC on March 15, 2005, the College of Micronesia-FSM reported on the progress in following the plans made under the new organizational chart as agreed upon during fall 2005. The College of Micronesia-FSM is proud to share that many positive improvements have been accomplished and documented under this recommendation. As this report will show, all new positions created under the revised organization chart are either filled or ad hoc committees were selected to screen applicants. Only the director of development and community relations director position is yet to be screened as the closing date for this position is set for 19th of March. Coordination between learning resources centers at the National and state campuses has increased. Coordination and collaborative training between student services providers at all campuses has now become a common practice.

COM-FSM Organization Chart follows



Full Reorganization Implementation

The College of Micronesia-FSM is very keen on improving communication by establishing clearer lines of authority, as outlined in plans that followed the implementation of the organizational chart. A new position has been created at the vice president level in response to the implementation of the new organizational chart. An ad hoc committee reviewed all the applicants for the vice president of administration position and submitted their recommendation to the college president who will in turn submit the name of the applicant as recommended by the committee to the board of regents. Besides the vice president of administration position, other positions which were created in direct response to the implementation of the new organization chart have all been filled. The instructional and student service coordinators are now communicating directly with the vice president of instructional affairs and the vice president of support and student affairs respectively. [Standard IV] The coordinators have been effective in coordinating discussions between campuses and in fostering a working environment that promotes a spirit of openness and collegiality as evidenced by their participation at the February 2006 meeting at the National campus and their functions as proxies to conduct communication surveys at the state campuses. The newly created position of development and community relations director has been advertised and hiring has been planned for March 2006.

Cooperative Research and Extension Integration

In the COM-FSM Progress Report of March 15, 2005, an organizational structure for the student services and administration of the college and all campuses was provided. On that chart, cooperative research and extension (CRE) service was little more than a dotted line off the chart and a promise that the structure of this service would be reviewed in 2005. The organizational structure of this component of the college has been reviewed. A chart has been produced delineating administrative roles and linkages of CRE to the College of Micronesia (COM) land grant program. The land grant program is administered by the three independent Micronesian countries of Republic of the Marshall Islands, Republic of Palau and the Federated States of Micronesia. Within that administrative structure, it is shown that on campuses remote from Pohnpei, the responsibility for facilities and daily supervision of CRE associated staff rests with the campus directors. All fiscal and programmatic responsibilities fall directly on the VPCRE. At the two campus sites on Pohnpei – National and Pohnpei – all CRE management and activities are directly administered by the vice president for CRE, who has his office at the National campus. From there, the VPCRE is supervised by the president of the College of Micronesia-FSM, who is supervised by Board of Regents. The VPCRE is the representative of the director of COM land grant program in the College of Micronesia system. (The “College of Micronesia system” refers to the land grant program jointly run by Palau, the Marshall Islands, and the FSM.) As such, the VPCRE interacts with COM-FSM to keep the COM-FSM president aware of actions, policy changes, constraints and benefits of the land grant program that impact the college. To further integrate the CRE program into the college structure, the position description of the CRE assistant directors was reviewed to reflect this improvement of the organizational structure. A description was developed for the position of cooperative extension state coordinator to bring it in line with the current structure of the College of Micronesia-FSM.

Improved Collaboration between Learning Resources Centers

The often neglected learning resources centers at the state campuses are now a central part of planning and resource allocation. The budget allocation of fiscal year 2007 saw an increase of funding allocations to state campuses to finance the procurement of much needed learning resource materials. As is common with sudden change, this development was first met with resistance by the vice presidents but eventually accepted. The National campus now has no increase of funding for reference materials under FY 2007 as more funding is being directed to the state campus libraries to fund new reference resources [Standard IIC1].

The increase in collaboration between the National and state campuses is viewed as a positive response to the reorganization of the college. It is now a common and increasing practice for National campus librarians to visit the state campus learning resources centers to provide assistance. During the month of August 2005, two National campus library staffers were sent to Chuuk campus library to provide assistance in material cataloging and classification work. The two staff members also used the opportunity to train Chuuk campus learning resources staff on cataloging and classification techniques [Standard III A5]. The National campus learning resources staff members collaborate with their state campus counterparts in the facilitation of orders for essential library supplies, equipment, and collection development.

Improved communication between library staff at campuses fosters a spirit of collegiality. State campus librarians continue to communicate their concerns and needs to the National campus library via telephone calls and inter-campus emails. During the Pacific Islands Association of Libraries and Archives (PIALA) conference of November 2005 in Kosrae, the National campus-based acting director of LRC called for a librarians meeting and discussed issues and concerns facing each state campus library. The minutes of the meeting were disseminated to all learning resources staff members through email communication. In response to requests from the Pohnpei campus learning resources center, a National campus-based librarian was assigned to provide technical support and material automation search support at Pohnpei campus during spring 2006.

New library policies and procedures have been adopted by the library committee. The document in its current accepted format has been submitted to the cabinet for review, but was referred back to the library committee for further review and identification of already existing policies. The Chuuk campus library moved to its new library building in December 2005. [Standard II B1] The Teacher Quality Enhancement Grant (TQEG) offered \$60,000 to purchase reference materials for Chuuk campus library and the National campus library acquisition staff members are assisting to classify these materials and facilitate their orders.

Librarians from all COM-FSM campuses learning resources centers, but FSM-FMI, have been given staff development leave to attend the PIALA conference which was held in Kosrae.

Instructional Communication Improves

The implementation of the new organizational chart has ushered in an era of regular meetings at most state campuses. Though this practice has not been fully adopted at all campuses, all campuses have made known their intention to promote regular committee meetings. The Pohnpei

campus holds management meetings every other payday on Wednesdays. Pohnpei campus administration meets on the second payday of the month. The student services coordinator meets with his staff whenever needed. The instructional coordinator at Pohnpei campus meets with division chairs three times a semester – before a semester begins, during the semester, and at the end of each semester. The instructional coordinators have been very responsive to all communications between campuses that require feedback as evidenced by their administering of survey at the state campuses for the IRPO office. The college hosted a meeting at the FSM-China Friendship Sports Center during January 2006 with participants comprising key leadership and faculty positions from the college's six campus sites, which included the FSM-Fisheries and Maritime Institute, to reexamine and evaluate important issues. Two of the issues discussed were the college's institutional effectiveness efforts and assessment at the program level. Among this group were instructional coordinators who enthusiastically contributed in the discussions. [Standard IV A1, IV A2]

Student Service Links All Campuses

In spring 2004 the Board of Regents urged the administration to resolve issues and conclude with a recommendation on the roles of the campuses. Issues dealing with decentralization, efficiency, lines of communication, and authority were the focus of rigorous and collaborative sharing. With the roles of campuses being successfully resolved, the WASC recommendation to clarify the lines of authority resulted in a reorganization of reporting relationships between campuses. These changes also created stronger linkages between the state campuses and the administration at National campus.

The student services department, as a result of the reorganization structure, developed job descriptions for the student services coordinators at all campus sites. Training was conducted regarding the new structure and the new roles of the student services coordinators. Reporting procedures between the state campus staff and the National campus staff was enhanced due to the fact that the student services coordinators at each campus are now aware of what their roles are as shown by their presence at meetings at the National campus and their facilitation of surveys at the state campuses for the IRPO office. Facilitations and collaborations among coordinators are evident. Collaborations between the National and state campuses are further improved as a result of National campus financial aid office (FAO) and office of admissions and records (OAR) staff assisting the state campus student services staff by traveling to the campus sites during registration and orientation weeks. The vice president for support and student affairs also traveled to state campuses and conducted training on the new organizational structure where he gave further training on student services student learning outcomes and the assessment process.

As a result of the improved organizational structure there is a more efficient and clearer document circulation and processing procedure. Financial aid documents are now more easily traced. This has greatly improved the service for students. Collaboration and consultation between the state campus directors and the vice president for support and student affairs have improved and continues to improve as the vice presidents frequents the state campuses for monitoring visits.

The vice president for support and student affairs has increased student service monitoring visits to all state campus since 2004 as indicated in Appendix 1. The vice president uses the monitoring visits as a means of keeping all student services staff at the campuses updated on issues facing the department. The VPSSA also monitors the consistent delivery of student services [Standard IIB].

Recommendation 3: Improve Communication

Once the collaborative processes (Recommendation 1) and the organization of administrative responsibilities (Recommendation 2) are developed, documented, and implemented, they must be periodically and systematically evaluated to facilitate a cycle of continued improvement.

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Grant from the US Department of Interior, Office of Insular Affairs which funded institutional effectiveness activities for the calendar year 2005;
- Results of communication survey;
- Communications policy; and
- Communications evaluation.

Introduction

The college is currently evaluating its communication policy. The report on the results will be available to the visiting team members during their visit in April. [Standards IB7, IIA2, IIB4, IIC2, IVA5, IVB2]

The institutional effectiveness coordinator conducted a communication study throughout 2005 which resulted in the development of the communications policy. The communications policy has been developed and shared with the college leadership. The college has conducted a series of assessments to document the improvement of communication. The result of the assessment has been shared. To further educate the college community about accreditation, the college has shared with leaders at both the National and state level all accreditation issues the college is currently confronting. The results of the communications assessment have been disseminated among all members of the college community. Those who usually distance themselves from such communications are still unmoved, while those who joined in the discussions benefited from the exchanges. This is evidenced by the greater turnout of participants who took part in the March 2006 communications evaluation as compared to the first evaluation of 2005. The communication survey is being repeated in spring 2006 as part of a periodic evaluation cycle.

Information Needs Assessment

The College of Micronesia-FSM has witnessed an increasing trend of inter-campus communication and collaborative endeavors. The institutional research and planning office staff have prepared an information needs assessment survey as a follow-up on clearer and more frequent inter and intra campus communications since the last survey of summer 2005. A survey utilizing online polling software was administered to members of the college community during March 2006 with 70% of faculty members and 80% of staff members taking part. The communications survey indicated that communications have escalated. Approximately 60% of students indicated similar agreement regarding understanding of what goes on at the college with a larger percentage neither agreed nor disagreed with the statement. The survey indicated that

most faculty members obtain information through email communications; most staff members receive information through meetings and publications like the president's updates; students generally obtain information from their friends and peers. As shown in the survey results, the college will need to utilize combinations of communication media to promote better and increased communications.

Results of the budget process survey, which was conducted on February 1, 2006, for budget managers, indicated that the group generally accepted the new budget guidelines. Some suggestions on ways to enhance communications were also made. Suggestions included allowing more time for the development of the budget and developing strategies for increasing faculty and staff participation. The Finance Committee and Planning Council will review the survey results and make appropriate changes in the budget guidelines and processes and procedures in implementing the guidelines.

College Leadership Reviews Communication Assessment

The college, under leadership of the president, has put together a working communications policy. [Standard IVA2] The current policy is a summation of both existing and new communication avenues revised into a single policy. Besides the fact that WASC recommended the college to establish clearer communications pathways, the college has grown to see this as a pressing need since the islands are separated by waters that spread over an area that is equivalent to the size of continental USA. The vast distances alone make it difficult to communicate among campuses. The working communications policy was approved by the president's cabinet during their February 22, 2005, meeting and was forwarded to the board of regents for approval during their March 2005 meeting in Kosrae. The college has become aware of the complex nature of communication among the college sites and is re-evaluating its existing communications practices while being vigilant to new communications technologies such as voice-over-Internet-Protocol.

The director of information technology is currently working with FSM Telecom to secure more bandwidth at affordable costs to its existing network. The director of information technology, with the assistance of a contracted consultant, has tested a communications technology utilizing videoconferencing techniques over our existing network but with a temporary increased bandwidth. Tests were carried out successfully between the National and Chuuk campuses.

Accreditation Concerns Shared with Leaders

The College of Micronesia-FSM president stepped up his efforts to gain the support of FSM leaders both at national and state levels. The president met with the Economic Policy Implementation Council (EPIC), a committee comprising of the heads of executive, legislative and judiciary branches from both the national and state governments. The president has received the endorsement of support for the college's plans for infrastructure improvement at all campuses from EPIC. The president also took the opportunity to update EPIC members on the accreditation issues the college is currently facing. As a member of the FSM Association of Chief State School Officers (FACSSO), a body comprising of the four FSM state directors of education, the secretary of the FSM department of Health Education and Social Affairs (HESA)

and the president of the College of Micronesia-FSM, the college president was able to share accreditation and funding needs concerns with FACSSO. Besides Accreditation concerns, the president also updated them on the ongoing issue of FSM citizens being able to continue to receive U.S. federal programs like College Work Study (CWS) and Supplemental Education Opportunities Grant (SEOG). Through the FACSSO meetings, opportunities for discussions became available with the Office of Insular Affairs education representatives regarding compact funding and funding requirements. The college leadership also solicited the support of the FSM Congress during the May 2005 budget hearing as the college continues to lobby for financial support from the four state governments. Further communications between the college and the state leadership has resulted in the identification of facilities construction and improvement as possible area where the state governments could provide support. Plans have also been put into momentum for the long term improvement of all state campuses. As promised in the Progress Report of March 15, 2005, Chuuk campus has been through the most rigorous improvements to realign the campus to the WASC Eligibility Requirements. While construction work at Chuuk campus has been meeting deadlines, the college leadership has worked continuously to dialogue with both the national and Chuuk state leadership which resulted with the identification of a permanent site for Chuuk campus. Details of the improvement plans for each state campus will be detailed under Recommendation #6.

As part of the college's effort to promote an awareness of accreditation issues, the accreditation liaison officer (ALO) has designed an accreditation website which is currently available at www.comfsm.fm/news/ALO/. The website is organized as a teaching tool intended to be user friendly regardless of viewers' varied online navigation skills. The site is organized according to the different duties of an ALO. A user solicitation request will be sent to all members of the college community during March 2006 to determine the usability of the site, its possible redesign and eventual development.

College Community Discusses Assessment and Communication

Key leadership positions, which included the college president, the vice presidents, the state campuses directors, instructional coordinators, student services coordinators, division chairpersons and administrators from all the six COM-FSM campus sites met at the FSM-China Friendship Sports Center in February 2006. The meeting was held to evaluate and plan work concerning assessment and communications issues, as pointed out by WASC. After the director of the institutional research and planning office left the college, the IRPO staff continued to work on evaluating the college's culture of improved communication by redesigning another survey which was administered first to the participants at the February 2006 workshop. The workshop was facilitated by the new director for institutional research and planning. Participants took the opportunity to evaluate and to improve on the existing assessment and communication plans.

Recommendation 4: Integrate Planning

The college must develop and implement college-wide planning that

- ***(I) Includes all sites***
 - ***(II) Integrates all aspects of planning, evaluation, and resource allocation***
 - ***(III) Includes a technology plan and evaluates, supports, and plans for the future of instructional student services and administrative functions across the college's six sites.***
 - ***(IV) Is driven by the college mission and goals***
 - ***(V) Relies on involvement of faculty and staff across the college's sites***
 - ***(VI) Incorporates research and data in a strategic plan that contains measurable outcomes***
 - ***(VII) Guides decision-making for both short-term and long-term planning***
 - ***(VIII) Is well-documented and widely disseminated***
 - ***(IX) Is periodically reviewed to assess the validity of the process.***
-

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Grant from the US Department of Interior, Office of Insular Affairs which funded institutional effectiveness activities for the calendar year 2005;
- Calendar of data collection and publication;
- Budget planning cycle and documentation ;
- New mission statement, vision, values and goals;
- Technology plan and implementation documentation;
- Planning council documentation; and
- Data book.

Introduction

The Planning Council, Assessment Working Group and the staff of the Institutional Research and Planning Office (IRPO) have taken the lead in responding to the need for integrating planning, evaluation and resource allocation at the college. College wide strategic planning is being addressed through development of a new strategic plan and approval and implementation of the technology plan. New vision, mission, and values statements, and goals have been accepted to guide the development of the new strategic plan. The college's Cooperative Research and Extension (CRE) department has also conducted program specific planning. Assessment and evaluation at course, program, and institutional levels have been the focus of a major college-wide workshop. The results of the assessment workshop are guiding the development of an institutional assessment plan and institutional effectiveness indicators. The college has adopted a technology plan and implementation is progressing. New development guidelines were approved for the development of the FY 2006 budget. Their effectiveness and efficiency are under review. The annual report of the college activities and accomplishments related to specific goals in the strategic plan was prepared and presented. A process that unites program evaluation into the budgeting and strategic planning cycle is under development. The college is addressing all aspects of recommendation #4. [Standard IV B2b]

Presidential Retreat –New institutional Vision, Mission, Values, and Goals

A Presidential retreat on strategic planning was held August 1 & 2, 2005. Over 40 participants representing the college community and all campuses spent two days in structured dialogue addressing the needs of the community and the development of the Federated States of Micronesia. All members of the Planning Council participated in the retreat [Standard IV B2b].

A consultant from the University of Hawaii facilitated both the college strategic planning activity and the CRE program sessions. The consultant has extensive experience with strategic planning, especially in Pacific communities.

Using principles of planning introduced by the facilitator, participants in the retreat identified seven goals that support the mission of the college. These are not a revision of old ideas. The participants generated new vision, mission, values statements, and goals. [Standard IV A1]

The final version of the vision, mission, values, and goals incorporated comments, recommendations, and changes suggested by the college community. The BOR adopted the new statements in September 2005.

Cooperative Research and Extension

(a) Cooperative Research and Extension (CRE) is a program funded under the U.S. Department of Agriculture through Cooperative State Research, Education and Extension Service (CSREES) formerly known as the Land Grant Program (COM-LGP). The CRE is governed by the policies of COM-FSM in conjunction with the requirements of the USDA and has administrative responsibilities to both COM-FSM and COM-LGP.

(b) During June and July 2005, the CRE carried out strategic planning sessions in each state. This process culminated in a meeting on Pohnpei to amalgamate the state plans and the national plan. Three-day sessions were held at each state site. A participatory approach to plan development involved farmers, community leaders and government officials and used the same facilitator as for the Presidential retreat. The CRE mission and goals focuses on service to the community. The CRE is the predominant outreach service of the college and as such closely reflects the needs of the community and acts in the capacity of a link between the college and the non-student community.

As the CRE planning preceded the President's strategic planning retreat, CRE representatives had an opportunity to help shape the college vision and mission statements based on their experiences in the CRE state sessions.

Technology Plan Adoption and Implementation

The college's technology plan was developed by the Technology Advisory Committee, Planning Council and IT staff and approved by the board of regents in May 2005.

The following have been completed or are in the process of being completed relevant to the technology plan:

- The development of an ‘integrated intranet accessible student information management system.’
 - a) Equipment and software to accommodate this type of database have been purchased and set up and testing of the hardware is in place at the National campus.
 - b) IT is currently advertising for a programmer to develop software for this project. This position will be primarily responsible for developing this system with a purchased IBM X-series server, MySQL backend software for database storage, and Apache/Php front end software for user interface. The existing student database must also be incorporated into the new design.

- Network switch equipment has been purchased, programmed, and deployed to enhance network capabilities, security, and support for future protocols. Local networks at the different campuses will have greater speed and improved security.

- Voice-over-IP capabilities are currently being developed to allow all campuses to be able to call each other using the network WAN. This will be a significant impact on enhancing network/communication capabilities. The testing phase of this project is complete and a plan of deployment has been reached.

- In March of 2006, an agreement with FSM Telecommunications will be negotiated to allow for better domestic bandwidth levels to allow for dependable inter-campus voice over IP connections. Once agreed and additional equipment is installed in all campuses, voice over IP services can be used for inter-campus teleconference and other communications needs. This will significantly improve participation in decision making.

- A major website review and update are under way, with development dependent on duties of existing staff.

The technology plan will reviewed and updated during spring 2006.

Assessment Planning and Institutional Effectiveness Indicators

A college wide workshop on program/services evaluation and assessment was held January 30 – February 1, 2006. Over 70 participants representing all segments of the college community met at the National campus for dialogue on system assessment. At issue were the assessments of student learning outcomes at course, program and institution levels. Appropriate institutional effectiveness indicators and the integration of planning, evaluation, and resource allocation were also considered. [Standard I B4, IV A2a]

Participants were challenged to develop an assessment plan building on the program evaluations for instructional and student support/services. President James stated that program evaluations and reviews need to be integrated with planning and learning assessment and help drive resource allocation and establish quality data and information for accreditation and college improvement. [Standard IV B2b]

The chair of the mathematics/sciences division presented a position paper on a student learning outcome assessment plan. This analysis of instructional program outcomes recognized that the existing set of program indicators contained a subset of institutional level indicators. The analysis also recommended rewriting goal 1 of the new vision, mission, values, and goals statements to better fit the need for developing and assessing SLOs. The revised goal is addressed more fully under recommendation #5.

Existing instructional and student services program evaluation policies were examined to determine key effectiveness indicators. In addition, working groups discussed appropriate indicators for administration/finances evaluation.

A participatory approach was used to allow comfortable dialogue between all staff and encourage intermingling of faculty and staff across different campuses. The indicators will be formalized and data and information on the indicators presented to the college community. [Standard I B1, IV A1]

An integrated planning, evaluation and resource allocation model has been proposed that pulls together many of the existing college processes for budgeting, planning and evaluation into an integrated system. The model makes specific recommendations for changes in the timing, analysis and reporting of existing program evaluations. The revised process for program evaluations will provide the needed information for developing annual program improvement plans, and review/updating of the strategic plan, resource allocation. These revised processes will drive the budgeting process. [Standard I B3]

Research and Planning Activities during the Year

The IRPO has been officially designated by the presidential memorandum of October 25, 2006 as the only authorized office to disseminate data to the college community and to the public. This designation has assisted in elimination of duplicated information and different sets of data being reported by different offices of the college.

In January 2005 College of Micronesia-FSM was awarded a grant from the Office of Insular Affairs to address three goals that were central to its development as an institution, and necessary to removing the college from its warning status. To that end, an institutional effectiveness coordinator was hired, who together with the college community, worked to:

- Develop consensus and continuity in assessment of outcomes for all programs and all campuses;
- Integrate all aspects of institution and program evaluation and resource allocation; and
- Help the institution facilitate effective communication and documentation.

The OIA grant assisted in the following:

- Presidential retreat in August 2005 to establish new vision, mission, values, and goals statements;
- Communications retreat in May 2005;
- Communications surveys;
- Development of course and program SLOs; and
- Development of a draft communications plan.

A communications retreat was facilitated by the IRPO staff during May 2005. The institutional effectiveness coordinator at the time had visited individual campuses and conducted trainings prior to the workshop itself. A communication needs assessment was also done at this time. These events ultimately led to the communication workshop. The goals of the workshop were to use the information and the data collected from all previous activities to form a college communication plan.

At the communications workshop participants were encouraged to generate ideas that facilitate the flow of information. Throughout the workshop, the idea of building a culture of “high touch” communication was taken into consideration, along with the purposes, frequency, and accuracy of the information.

The communication trainings, assessments, and workshops were successful because they allowed managers to consider ways to improve college communications. These processes for completing the work serve both college constituents and citizens of the Federated States of Micronesia.

The college community was surveyed in the spring of 2005 on communications processes and procedures. The survey covered how information flows to different communities in the college system. The results of the survey were disseminated through the *President's Update* and the communications retreat

The IRPO has been working closely with the Office of Admissions & Records (OAR) in administering the student orientation and registration surveys. These two surveys are aimed at measuring students' satisfaction levels with the orientation and the registration processes.

The student orientation survey is administered at the beginning of each fall semester for all incoming freshmen and those who transfer from the state campuses. The survey was designed to have the students rate each of the offices as they move from one office to the next. IRPO staff then gathers the information and present the results to college community.

The IRPO staff also works with the OAR in administering the student registration survey at the beginning of each semester for all students. This survey was also designed to gauge student satisfaction levels with each office as they sign up for the courses they are to take. Results of the survey are then tabulated by IRPO staff and presented to the college community. [Standard I B5]

Currently, the state campuses have not implemented these surveys. Ideas and interest in conducting surveys at the state campuses have been communicated by the campus directors and their support staff. During the assessment workshop, IRPO staff met with representatives from all state campuses in creating procedures for conducting surveys throughout the college. Procedures have not yet been formalized, although state campus representatives show much enthusiasm and interest. IRPO, along with the assistance of the executive assistant to the president, will create a draft of procedures and present them to the college community. These will ultimately form a basis for all future surveys to be administered college wide. IRPO is using state campus proxies in its resurvey of communications. The lessons learned will assist in development of processes and procedures for surveys in general.

In 2005, the office continued its regular reporting on the three data collection surveys in the Integrated Postsecondary Education Data System (IPEDS). The IPEDS data collection process has been assisted by the president's designation in October 25, 2005 of IRPO as the sole source of data dissemination for the college. IPEDS data is being disseminated to the college community through the President's update, presentations to college committees such as the planning council, and to cabinet meetings. Key categories of data being disseminated are institutional characteristics, completion, enrollment, retention, finance data, and student financial aid data.

The college's 2004 annual report was completed and disseminated to the college community, FSM President, FSM Congress and other key stakeholders in September 2005. The annual report format followed the strategic goals from the 2001 – 2006 strategic plan to allow performance to be gauged against the mission of the college at that time. [Standard IA, I B3, I B5]

A comprehensive approach is being used for the development of the 2005 annual report, expected out in April 2006. The 2005 annual report will continue the format of reporting by strategic goals with more comprehensive data and information presented on the performance of the college to assist with decision making.

A grant writing workshop was held from September 12 – 14, 2005 at the National campus. The workshop was directed at improving the local capacity for grant writing of sponsored programs with emphasis on TRIO programs. Approximately 20 sponsored program staff from the National and all state campuses including FSM-FMI participated in the workshop.

The grant writing workshop was conducted by the IRPO director with the assistance of the sponsored programs facilitator. In January 2006, college staff completed 3 sponsored programs applications that were submitted to the US Department of Education.

The IRPO is currently staffed with four personnel. Three positions have been filled in the past year. First, the Administrative Specialist position was filled in June 2005. Second, the Research Specialist was filled in October 2005. Third, the position of Director of Institutional Research and Planning was filled in January 2006.

The Planning Council and the Assessment Working Group

The reactivation of the Planning Council has been accompanied by a similar action in re-activating the Assessment Working Group in preparation for becoming a full committee of the college.

The Planning Council and the Finance Committee jointly revised guidelines for development of the FY 2007 budget that are covered in the section below.

The Planning Council was the primary agency for design of the presidential retreat to develop new vision, mission, values statement, and goals.

The Assessment Working Group will be a focal point for assessment and information sharing.

The Assessment Working Group will move to full committee status and perform the following major roles:

- Give support to divisions/departments in design and implementation of assessment plans;
- Ensure quality of assessment across divisions/departments and campuses;
- Encourage collaboration across division/departments and campuses where appropriate;
- Determine who processes data once collected; and
- Ensure appropriate and wide distribution of information from the assessment.

The Faculty Assessment Group has also contributed to the design of activities for the Assessment Working Group.

The Assessment Working Group will also be the agency for oversight of the institutional assessment plan and institutional effectiveness indicators.

Efforts are underway to expand the composition of the Assessment Working Group to allow greater faculty representation. [Standard II A2b] The extension of proxies for state campuses is also being considered. IRPO will conduct a formal review of the proxy system to improve representation.

New Budget Guidelines and Resource Allocation

New budget guidelines were jointly developed by the Finance Committee with the assistance of the Planning Council in the summer of 2005. [Standard III D1b] The new guidelines were approved by the Cabinet in August 2005 and adopted by the BOR in September 2005 to guide development of the FY 2007 budget.

Key guidelines included:

- Control over new positions based on needs and enrollment management;
- Reflect the strategic plan and assessment ;
- Vice Presidents to work with divisions/units in developing budgets;
- Capital improvement to follow *Infrastructure Development Plan*;
- State campus budgets to take into consideration the new organizational chart; and
- Consider an increase of tuition.

A survey on the new budget guidelines was administered to participants of the program/services evaluation and assessment workshop on February 1, 2006. Results of the budget process survey indicate that the sample population generally accepted the new budget guidelines. Some suggestions on ways to enhance communications were also made. Suggestions included, allowing more time for the development of the budget and developing strategies for increasing faculty and staff participation. The Finance Committee and Planning Council will review the survey results and make appropriate changes in the budget guidelines and processes and procedures in implementing the guidelines.

A review/revision of the budget guidelines will be completed prior to the beginning of the FY 2008 budget development cycle based on the results of the survey and impact of the proposed Integrated Planning, Evaluation, and Resource Allocation System.

Information and Communications

To improve the flow of communications, increased reporting of data and surveys has been initiated. Orientation and registration survey data has been reported to the Student Services Committee.

Manuals for data collection, analysis and reporting are being drafted by IRPO and are to be presented to the Assessment Working Group for review and recommendations.

To reduce the problem of conflicting data being disseminated by different offices to the college community and the public, the IRPO was designated on October 25, 2005 by President James as the only authorized office to disseminate data to the college community and the public. Offices have been informed that requests for data be directed to IRPO.

IRPO conducted a follow up to the spring 2005 communications survey. The results of the survey are detailed in other sections of the report.

Completing the Strategic Plan

The on-going and participatory self assessment process has led to the proposal to amend goals 1 and 5 of the seven goals accepted by the college community and adding another goal.

These amendments will be presented to the BOR at its March 2006 meeting in Kosrae.

Goal 1 will be written to provide guidance in developing student learning outcomes at the course and program level. [Standard I B2, II A1]

It is recommended that goal 5 be changed to read: To have sufficient and well-managed fiscal resources that maintains “financial stability” as different from “financial independence.” Given the economic condition of the FSM, financial independence is not a real option but financial stability is. [Standard III D]

Since the retreat, college committees have been assigned specific goals to develop tactical plans. The director of research and planning will coordinate this effort. The target date is May 2006 for submission of the new strategic plan to the BOR.

Integrated Planning, Evaluation and Resource Allocation

A model to integrate planning, evaluation, and resource allocation has been presented to members of the Assessment Working Group in February 2006 and will be shared with the larger college community during the college’s staff development day on February 25, 2006, for additional comments and recommendations.

The model is designed to link many of the existing programs and practices at the college into an evaluation system. Existing instructional and student services program evaluation policies and

procedures would be modified to include timing of the evaluations to feed into the review of the strategic plan and budget processes. Addition of an analysis sections based on WASC program evaluation questions would help form the basis of annual programs improvement plans.

The integrated planning, evaluation and resource allocation system will be a component of the new strategic plan to be prepared by May 2006.

Conclusion

The college has made substantial progress in inclusion of all campuses and groups in the planning and evaluation process. The college has done this through development of a new vision, mission, values statements and goals, development of a model for integration of planning, evaluation, and resource allocation, adoption and implementation of a technology plan, improved dissemination of data and information on the status of the college, and improved communication flow on assessment and planning.

Work on integrated planning, evaluation, and resource allocation is being conducted through the committee structure with emphasis on reactivation of the Assessment Committee (currently working group) and the Planning Council to ensure the broad involvement of the college community.

Upcoming

- Completion of the new strategic plan;
- Integrate all aspects of institution and program evaluation and resource allocation;
- Fully functional Assessment Committee; and
- Improved data and information dissemination for decision making.

Recommendation 5: Identify and Assess Student Learning Outcomes

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

- ***(I) Instructional programs at course, program, degree and certificate levels***
 - ***(II) Student services throughout the students' matriculation at the College of Micronesia-FSM Links between student learning outcomes and the planning process***
 - ***(III) Mechanisms for measuring student learning outcomes***
 - ***(IV) Mechanisms for using those measurements to improve courses, programs, and services***
-

The following evidence and documentation in support of this section of the report will be found either in the team room during the accreditation visit or on the college website:

- COM-FSM General Catalog 2005-2007;
- Curriculum Handbook;
- Course Outlines;
- Course Syllabi;
- Instructional Program Assessment Plans & Activities Reports;
- Instructional Program Evaluation Reports;
- Student Services Outcomes;
- Student Handbook; and
- Samples of Student Services related surveys.

Introduction

Since the last progress report the College of Micronesia – FSM has actively worked to implement and refine a program of student learning outcomes and assessment. The instructional faculty and staff completed and published outcomes for all currently active academic and vocational courses and programs. Instructional faculty engaged in assessment activities at the course level and the program level. Instructional divisions initiated matrix alignments and plans for assessing program level outcomes. The instructional faculty members are involved in developing a structure for linking assessment of course and program level student learning outcomes to a proposed set of institutional level academic SLO's that align with the college's revised mission and goals. Program evaluations for several degree programs were completed and the information shared for planning and informed decision making.

The student services staff identified student learning outcomes in their respective areas for counseling, dormitory, dispensary, admissions and records, financial aid, recreation, sports and peer counseling; developed a policy for program evaluations that was adopted by the Board of Regents; conducted a variety of initial assessment activities; and is initiating an integrated assessment program throughout the college.

Administrative area personnel are in the process of identifying student learning outcomes and initial assessment activities are being planned. The business office is currently conducting a survey that assesses the type of services needed and satisfaction with services provided.

Training in student learning outcomes and assessment continues with workshops conducted across the campuses by college staff and with assistance from an outside consultant.

The last step in an assessment cycle is the use of assessment information for improvement of student learning outcomes. Results from the assessments conducted in the past year are being used to improve learning, inform decision making, and support planning at the College of Micronesia-FSM. Two examples are making changes in how the entrance test for COM-FSM is used for admission to degree programs and changes in course content.

The college is collaboratively developing an assessment cycle that will build an institutional program of assessment and evaluation that encourages reflection, information sharing, and informs change. During the college wide assessment meeting held at the end of January 2006, instructional, student services, and administrative department staff met to review current assessment activities, program evaluation policies, institutional effectiveness indicators, and to collaborate in developing a plan for an institutional program of assessment.

A schedule of program evaluations is being put in place so that program evaluation findings and recommendations will be available to inform institutional planning and the annual budget preparation cycle. To this effect, the Board of Regents has called for evaluation reports of all programs to be prepared and presented by the May 2006 regular board meeting.

Instructional Programs

The college continues to make progress towards addressing student learning outcomes. The development of student learning outcomes for all courses and programs is essentially complete with a few revised course outlines pending final curriculum committee approval. All degree and certificate program level student learning outcomes were published in the 2005-2007 college catalogs. Copies were forwarded to all campus sites for distribution to faculty, student support services staff, and new students prior to registration. The first attempt to distribute revised course outlines in CD-ROM format was made in Fall 05. However, errors in the versions of some course outlines contained on the CD-ROM led to it being discarded. Updated course outlines are now on the college website in the new VPIA website related to curriculum and instructional affairs. Faculty were requested to include course learning outcomes in the course syllabi distributed to students at the beginning of the course and copies of the syllabi are being collected and reviewed by office of instructional affairs. [Standard IIA6]

The college has initiated assessment activities at the course level and program level. This effort is being coordinated by the director of vocational programs and the director of academic programs. Plans for assessing program level student learning outcomes for vocational programs were developed in August 2005 and are currently being refined and implemented. Assessing of academic programs at the course level is ongoing. The first year of assessment data will be completed in spring 2006. [Standard IB3, IIA1c, IIA2a, IIB4]

The Learning Resources Center staff developed learning outcomes and they are presently aligning outcomes with activities. The National campus Learning Resources Center completed a program evaluation. Assessment activities are under development for student learning outcomes related to information literacy. [Standard IIC]

Finally, a few of the first year certificate level programs at the college continue to be reviewed and revised as needed and will be finalized by fall 2006.

Measuring Student Learning Outcomes

The instructional affairs division has coordinated a number of student learning assessment activities at the National and state campuses. These activities include assessment trainings, conducting reviews, and aligning of courses with program learning outcomes. Assessment plans are being developed and documented. Faculty have been conducting assessment activities and participating in training on assessment strategies and tools. [Standard IIA1c]

In August 2005, vocational program faculty from all campuses met for two weeks of workshops on Pohnpei. Vocational faculty members participated in workshops on assessment of student learning outcomes and program evaluations. In the course of the workshop, the vocational faculty conducted matrix alignment of vocational course and program learning outcomes. Then they prepared 5 year assessment plans for certificate and associate of applied arts degrees currently offered at the college. During January and February 2006 vocational faculty revisited their program outcomes assessment plans and made revisions. Initial assessment activities are being implemented with the Pohnpei campus vocational faculty leading the effort.

See appendix 3 for information on ongoing assessment activities within the instructional divisions. [Standard IIA1c]

Instructional Program Evaluations

During the fall 2005 semester, program evaluations were prepared for seven degree programs. The existing policy on instructional program evaluations, found as “Appendix T” in the Curriculum Handbook was adopted in 2003. Program evaluations include information on a set of program health indicators, including student learning outcome assessment data. These reports were shared with the curriculum committee, cabinet members, and the board of regents at the end of the fall 2005 semester. These initial program evaluation reports varied in quality and amount of information included for indicators and student learning outcome assessment information. Reporting formats also differed. From these reports, recommendations for changes in reporting formats were identified. After the campus wide assessment meeting, a specific recommendation on the last section included in the report is that “recommendations” will be divided into “analysis” and “planning” subsections. The Learning Resources Center at the National campus also prepared an evaluation report. Program evaluation reports for degree and certificate programs offered at state campuses and the learning resources programs at the state campuses are being prepared during the spring 2006 semester. Per the board of regents request, the reports will be provided to the board at the May board meeting.

During the process of preparing the program evaluations, division faculty needed to obtain data to include in the report from the office of admissions and records and the institutional research and planning office. At first, clear policies and procedures for requesting and obtaining data from these departments were lacking. Additionally definitions and calculations of some indicators included in the program evaluation policy were not commonly understood and reported consistently. As a result, procedures for data requests are now established, a request form is in place, and key indicator terms are being clarified, documented and shared for consistency in reporting information about programs.

Although the general education core is not a program in itself, it is an area where one outcome was assessed this last year. A step in this process in establishing assessment for the general education core was an initial effort to collect samples of final exam and sample essays in two courses in the general education core that require the student to earn a grade of C or better to meet graduation requirements. This initial effort was to examine for existing consistency in quality of courses across campuses prior to establishing the assessment strategy. State campuses were tasked to collect and compile course outlines, instructor syllabi and corresponding final exams or final project samples. From this starting point assessment plans are being initiated in some of the general education core courses. At the college wide assessment workshop, it was agreed that for consistency the strategies or tool identified to assess student learning outcomes for a particular course or program would be used by all campuses to assess that particular course or program regardless of which campus delivered the course or program. [Standard II A2a]

Additionally instructors are currently using a matrix process to align program and course outcomes with the next step to identify direct and embedded assessment strategies. Academic leaders are currently working with faculty to develop or refine plans for conducting assessment on a five year cycle. The data collected during these assessments will be used to improve programs at the College of Micronesia – FSM. [Standard II A2e, II A2f]

Assessment training

Assessment training continues. A two week college wide meeting of vocational faculty members was held in August 2005 and included a two day workshop on program assessment and evaluation. The Staff Senate faculty assessment working group facilitated a half day workshop/meeting with Pohnpei campus and National campus staff during the fall semester faculty workshop week. The meeting addressed and explored the meaning of assessment and how the assessment cycle should flow. There was also a discussion of coordination, data reporting, and how the assessment information gets passed to those who need it.

In October 2005, the VPIA presented workshops to Yap campus faculty and student services staff covering student learning outcomes for programs and courses. The workshop in Yap also included a presentation of the college's Policy on Program Evaluation.

During the week of January 29-February 3, a college wide meeting on developing an institutional assessment plan and the program evaluation policy was held and updated protocols

and procedures for obtaining data from the office of admissions and records and institutional research and planning office were presented and discussed.

Assessment consultant, Dr. Mary Allen, returned to the college in February 2006 to provide further consultation in the progress, developments, and plans for assessment of student learning outcomes. She also traveled to and conducted training workshops in assessment strategies and tools at each campus.

Closing the Loop: Using Measurement to Improve

The last step in the assessment cycle is to use the assessing of student and program learning outcomes to improve programs at the College of Micronesia-FSM. To ensure a closer alignment with instruction and expected student learning outcomes, instructional faculty are currently reviewing and aligning course outcomes, course outlines, classroom instruction, and assessment. Faculty members in the education and social science divisions have completed the review and alignment process for their respective courses and programs. Based on what they have learned they have used the information to improve the courses, thereby closing the loop. [Standard II A1c, II A2e, IIA2f]

The faculty at the college, with the support of the assessment working group, will continue to use the information collected to advance student learning. To do this they will review findings and use the data to inform teaching, course design and curriculum. Such feedback is critical to instructional success. The coordinated effort that describes this process will be discussed at greater length in the final section. [Standard IIA2f]

Student Learning Outcomes for Support and Student Affairs

The services of the department of support and student affairs have a major impact on the learning experiences of students at the College of Micronesia-FSM. The student services programs at the college included financial aid, admissions and records, counseling and peer counseling, and campus life which includes residencies, recreation, sports, and dispensary. Most of these services are available within the vicinities of the campuses of the college.

COM-FSM has begun building an assessment cycle for measuring student learning outcomes for student services. Student learning outcomes have been identified for all areas. Initial assessment activities are underway. The student services department is utilizing the information gathered in these early assessment activities to improve the level of service to students and is in the process of writing for submission to the board of regents at the May 2006 meeting. Findings and recommendations will be used in the planning and budget allocation process to improve the services offered to students. [Standard IIB1, IIB4]

Planning for Assessment

The department of support and student affairs has a three phase plan to develop a program of assessment of student learning for each service provided. The department has completed the first phase of this process and is directing its efforts since the last report on the second and third phase

of the plan. These phases include: (a) the initial phase, (b) the implementation phase and (c) the feedback phase. [Standard IIB4]

(a) Initial Phase: Understanding Assessment for Student Services and Identifying Goals

During the initial phase of planning for assessment, the department of support and student affairs focused on understanding assessment of student services. Some staff especially at the state campuses are still becoming familiar with student learning outcomes. Activities over the past year to support this phase included drafting an assessment policy, establishing an assessment working subgroup, adopting a mission statement for the department, coordinating department plans, identifying goals and objectives, learning about student learning outcomes, and working with administrators and staff to understand how to use these for management and program improvement.

The student services program evaluation policy was approved by the Board of Regents during its December 2005 meeting and is being implemented in spring 2006. This policy states that the purpose of the student services program evaluation is to review the student services programs to determine if the policies are assisting student learning by effectively delivering student services. The evaluation process will also determine how the programs are meeting their goals and objectives. This will assist in the identification of areas needing enhancement

The evaluation policy will be the basis of the student services assessment plan and will identify tools to assist in the implementation of the evaluation process. The assessment plan will organize a system for refining student learning outcomes, coordinating benchmarks to assess these outcomes and creating a feedback loop to help administrators strengthen their programs to improve student learning.

The student services department has selected a small group to steer the assessment process by facilitating assessment activities for the department and working jointly with the student services committee, department staff, and the assessment working group. The student services department participated in an exercise to coordinate the objectives of the college's performance based budget with those in the strategic plan. [Standard III D1a] During individual workshops, each service area linked its office goals and objectives to the college mission. Training was provided for administrators and staff on student learning outcomes and outcomes based management. As part of this training, student services coordinators from Pohnpei and Kosrae campuses attended a conference in Philadelphia in fall 2005 for student service providers. Additionally, the vice president for support and student affairs conducted student learning outcomes workshop at all college campus sites. These trainings focused specifically on creating student learning outcomes. [Standard IIIA5] Staff from OAR and FAO offices also traveled to Chuuk, Yap and Kosrae campuses to provide training on registration and other services.

Furthermore, the department of support and student affairs received support from consultant Dr. Mary Allen, who met with student services staff at all sites to provide further training in assessment strategies and tools on student learning outcomes.

b) Implementation Phase: Measuring Success

The student services department completed the first phase by identifying goals. It has also implemented a plan for measuring success at National campus and will follow suit with the state campuses. This implementation phase includes conducting an inventory of assessments and evaluations already in place. Many assessments are being conducted across all campuses and are linked to established outcomes for each area. An inventory of assessments and evaluations at National campus has been created and will continue to other campuses. This inventory will help the assessment subgroup identify areas where data has been collected and where assessment could begin. [Standard IIA1c] Members of the assessment subgroup have been assigned roles and responsibility for assessment within the department. The subgroup members are developing benchmarks, proposing and revising tools and guiding the evaluation of these outcomes. [Standard II B4]

In the past year, the department of support and student affairs has been actively assessing student learning outcomes through the use of surveys and interviews. They have also audited records and files. Appendix 4 is illustrative of completed and ongoing assessment activities

c) Feedback Phase: Gathering the Evidence and Improving Service

For the final phase of the assessment plan, the student services staff are working to complete the following activities: finalize benchmarks for outcomes, coordinate evaluation methods, use assessment information to improve service, establish methods to communicate the results of our assessments to the community, and integrate the learning and assessment process into a cycle of on-going institutional assessment. The college will use assessment information to improve services. [Standard II A1c]

In an effort to communicate the results of our assessments to the community, the student services department received and analyzed the results of the following surveys: customer satisfaction, orientation, and registration. The department communicated the results to the appropriate offices with comments on how to enhance services. Communicating these results will involve publishing outcomes in the student handbook, posting them on the web, discussing them in college communications, reporting them to the federal and state government and discussing them with all members of the college community. [Standard II A2f]

Integrate the Learning and Assessment into an Ongoing Cycle of Institutional Assessment

In the last progress report, the college had identified the Nichols model as a framework for an ongoing assessment cycle. However, in the spring 2005 semester there was much discussion about this model. It was not well supported by many of the instructional staff. The instructional staff felt that assessment was being administratively driven in a top down approach. Working with the Staff Senate, a faculty lead “assessment working group” (which was then separate from the assessment working group established by the president) formed to discuss how the faculty could be involved in the assessment process. They held several meetings to determine a course of action. One meeting was held in August 2005 just before the fall semester began.

Also in early August, the college held a planning retreat to develop a new mission statement and goals. The first goal read: “Promote learning and teaching for student success and satisfaction.”

Development of objectives and a strategic action plan for this goal was assigned to Curriculum Committee. The committee examined all 98 program level student learning outcomes. The committee organized a matrix of program learning outcomes where the outcomes were placed under six categories: skills, creativity, intellect, information analysis, and effective communication. The course level outcomes could be linked to the program level outcomes and six institutional outcome (ISLO) categories. From this work, a proposal to amend goal one and adopt ISLOs was put forth. This is the re-worked goal one, now split into two goals:

1. Promote learning and teaching for knowledge, skills, creativity, intellect, and the abilities to seek and analyze information and to communicate effectively.
2. Provide institutional support to foster student success and satisfaction.

These goals provide a framework for a clear pathway of assessment to link learning outcomes at the college from the course and program level to the college's goals and mission. After initial presentation and endorsement by Curriculum Committee and cabinet, the proposed changes were presented at the college wide workshop on program/services evaluation and assessment. They were endorsed by a majority at this meeting.

Next steps

The college has embraced SLOs and the assessment process at varying degrees within divisions, departments, and across campuses. Assessment was begun with outcome one of the general education core. The education division now has several years of data on SLOs at the course level. The vocational education division assessed the program outcomes on safety. The college community is in the process of adopting ISLOs which link the course and program outcomes to the college's goals and mission. The student services area also made a great deal of progress in conducting assessment trainings and assessment activities.

In the upcoming months, the college's effort and energies will be directed toward these next steps:

- Refining and adopting the institutional assessment plan;
- Continuing implementation of SLO assessments at course and program level in instructional departments;
- Incorporating that assessments into annual program reviews; and
- Sharing and using assessments for program planning and improvements.

Recommendation 6: Create Continuity

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

- ***(I) A written policy manual for the Board of Regents***
 - ***(II) Full-time and part-time faculty and staff hiring procedures, assignments appropriate to qualifications, and performance evaluation***
 - ***(III) The delivery of comprehensive and consistent student services at each of the college's sites***
 - ***(IV) The provision of adequate facilities for instruction at all sites; at this time, the college must immediately provide an adequate facility for student learning at the Chuuk site.***
-

The following evidence and documentation in support of this section of the report will be found in the team room during the accreditation visit:

- Board Policy Manual;
- Schedules for revisions and distribution of MAPP including revised versions of instructional division handbooks for the curriculum committee, faculty, and academic advisement;
- New part-time faculty policy and management evaluation policy development;
- Staff development program activity development plans and coordination efforts;
- Documentation of communication to ensure comprehensive student services and alignment with procedures across all campuses; and
- Documentation of efforts to secure permanent site for Chuuk campus, and efforts to improve current Chuuk campus facilities.

Introduction

The college has made significant progress on this recommendation. Previous efforts also continue with a number of initiatives that foster the on-going efforts toward continuity of services across all six sites. The full implementation of the new organizational chart aligned related services under each of the four departments, administration, instructional, student services and cooperative research and planning. This alignment brought people together into direct contact and frequent interaction and consultation. Specifically, the VPs are in direct contact with people working in their areas at the state sites. This ensures continuity in services and strengthens a clear line of authority and communication in both directions.

Board Policy Manual

Bullet I of the recommendation addresses a lack of policy manual for the Board of Regents. The college has completed a policy manual for the BOR that will be given to the BOR for review and approval at its March 20-24, 2006 meeting. The manual sets forth the authority and strategic framework by which the Board officially functions. The manual also provides the context by which and for which the college operates. The manual is intended to serve as an orientation tool for new board members and staff as well as to serve as an indispensable working tool and a central resource about the college and the board. Once sanctioned by the board, the manual will

be available on the web. The next task will be updating the manuals of administrative policies and procedures. Some of the areas have started updating their manuals by either updating old policies or developing new ones. [Standard IV B1b]

Bullet II addresses personnel issues relating to full-time and part-time faculty and staff hiring procedures, assignments appropriate to qualifications, and performance evaluations. Hiring procedures and assignments appropriate to qualifications were discussed in the last progress report. The part-time minimum qualification and performance evaluation are on-going efforts and will be addressed below.

Part-time Instructors Minimum Qualifications

The human resources office has benefited by previous accreditation visits. Recent visits brought to attention the lack of established minimum qualifications for part-time faculty. The personnel and curriculum committees worked in collaboration to address this issue. This collaborative effort allowed all levels of the college on all six sites to be involved and consulted. The final adoption of the proposed policy was through a teleconference where four of the state campuses took part in endorsing the proposed policy. In August 2005 the policy was endorsed by the cabinet and later approved by the board of regents in September. With the exception of the exercise sports science area, the academic part-time faculty now has the same minimum qualifications as full-time faculty. The college recognizes the challenge the state campus sites will face with this requirement for part-time faculty. Therefore, the college will implement the third scenario, as reported in the March 15, 2005 progress report, by giving the state campus sites a two-year period to hire full-time instructors or identify part-time instructors who meet the minimum qualifications. The creation of the instructional coordinator position at the state campus sites further insures that these policies and procedures are carried out properly.

Establishing part-time minimum qualification for vocational education instructors is a continuing effort between the vice president for instruction's office and the personnel committee. Preliminary work was submitted to personnel committee in November 2004 and was reviewed and returned for more clarifications on the reason for lowering the minimum qualifications. The ongoing development of this policy will follow the same process in which previous related policies were developed that included both curriculum and personnel committee working together. A target completion date of the policy is December 2006. [Standard III A1, III A2]

Updating the part-time faculty handbook is another on-going effort by the vice president of instruction's office. Initially, only a revision of the handbook was considered but it will now be merged with the full-time faculty handbook which was updated and completed in summer 2005 and distributed to campuses soon after. The new target date for the merged handbook is December 2006.

Management Evaluation Tool

The college continues its effort to develop the management evaluation tool which should be completed by 2007. The personnel committee officially began the work on this evaluation tool in January 2006 by making it one of the top three priorities. A sub-committee is currently tasked to

work on the tool with regular feedback to the larger personnel committee during monthly meetings. Management evaluation tools from similar institutions are being considered and comments from managers covered under this tool will be solicited. The personnel committee has good representation of different staff categories at all campuses. Currently, the committee uses a modified proxy system where all the state sites have a representative on the committee who receives meeting notices, agenda and minutes. The meeting agenda is usually emailed out two weeks prior to the meeting to allow for state sites representatives to review and comment. Their comments are brought to the meetings by the HR director and minutes are provided to them at the end of each meeting. They have already started to share the minutes at the state campuses by making print copies available to staff and faculty and sharing during staff meetings. When no acknowledgement of receipt of information is received, HRO follows through with phone calls. Thus far, this system well serves the committee. The development process will include multiple opportunities for comments. The target completion date is still 2007. [Standard III A1B]

The revised faculty evaluation tool and the other evaluation tool for classified and professional staff continue to be satisfactory. Workshops have been developed to train employees on the effective use of the evaluation form for classified and professional staff. The first workshop was presented at Chuuk Campus during the first week of December 2005. Another workshop was held at the annual staff development day in February. Workshops at the other sites are scheduled for 2006.

Full-implementation of Re-organization

The College of Micronesia – FSM has undergone a major administrative reorganization since the last accreditation visit in 2005. The new organizational chart was adopted, approved, and implemented college-wide. The chart was created with the philosophy of achieving an organizational structure that is geared toward supporting student-centered learning. Signatory information that further shows the direct line of authority is reflected on all documents from evaluation to personnel action was provided to campus sites and employees for use. Full implementation of this re-organization includes:

- a) All five state campus sites now have instructional coordinators in place who are supervised by the campus directors, while communicating directly with the VPIA administratively. This involved changing former responsibilities and titles for some existing employees at some campuses, while other campus sites created a new position;
- b) All five state campus sites now have student services coordinators in place who are supervised by the campus directors, while communicating directly with the VPSSA administratively. For Chuuk, Pohnpei, and FMI, this meant changing the responsibilities of the former campus assistant director to focus on student services while creating new positions on the other campuses;
- c) The vice president for administration position is awaiting the Board of Regent's confirmation during their March meeting; and
- d) The director for development and community relations position, another newly created position on the organizational chart, is currently advertised and will close on March 19, 2006. Hiring will soon follow.

Human Resources Workshop Efforts

The human resources office has provided workshops for employees of the college. In conjunction with a meeting in Chuuk in December 2005, the HR director conducted a one-day workshop at Chuuk campus on employee performance evaluation, hiring procedures, staff development, paper processing among other human resources issues. A number of key staff attended. Following the recent January-February 2006 college-wide assessment training, the HRO provided a two-day training on similar policies to the HR contact persons from the five state campus sites. Key personnel from business office and the instructional affairs office were invited guest presenters. [Standard IIIA]

Staff Development Program Activities and Efforts

The college continues to make significant progress in the development, implementation and coordination of its staff development activities and efforts. The annual staff development day was held on February 24, 2006 of which a number of the workshops were geared toward assessment. Dr. Mary Allen, who presented a similar workshop a year ago, was invited back for a follow up and continued discussion on the issue. The staff development committee presented a workshop on the staff development program application and funding process to increase staff awareness of the staff development opportunities and to respond to employees' questions and concerns. [Standard III A5]

Additional progress in this area is the \$99,000 budget for the 2006 fiscal year, of which \$40,000 is allocated for staff development at the state campuses. Faculty development is the main focus of the development money going to state campuses. The focus of the National campus's share of \$50,000.00 remains the same, and plans are being discussed to ensure the effective use of the money where the results of staff development efforts feed into enhancing the student-centered focus of the college. The vice president for instructional affairs continues to work with the staff development committee to address the instructional needs in addition to student services and other divisions. The remaining \$9,000 is budgeted for student services staff annual training. This committee is also working closely through emails and discussions with state campus staff development committees and chairs to assist them with the implementation of their programs.

Additional Plans:

- a) HRO with the assistance of IRPO has developed an analysis tool to analyze the employee exit survey which will provide data to support decision making concerning staff retention and recruitment; [Standard III A6];
- b) HRO is planning site visits to the other campuses to provide continued training; and
- c) Personnel committee is tasked to work on a number of policies with priorities being given to the management evaluation, employee transfer policy, and faculty work load policy.

Bullet III addresses maintaining comprehensive and consistent student services at each of the college's site. Significant progress has been made to ensure comprehensive and consistent student services at each of the college's sites since the last progress report. Bullet III is being addressed in three main ways.

The Structure of Student Services

The hiring and filling of the student services coordinator positions at each of the college sites is one of the major accomplishments for the student services area. Student services coordinators are to ensure services at the sites are consistent, in terms of quality, compared to services provided at the National campus. For example, the student to computer ratio at the National campus is currently at one computer to ten students, which the student services coordinators at the state campuses must try to meet. With the student services coordinator at each college site communicates directly with vice president for student support services at the National campus. With the establishment of the student services coordinators at five campuses, except for the National campus, the state campuses now have three major units, administration, student services, and instructional affairs. Allocation of resources, especially budget, will be re-aligned to accommodate the new structure to support the consistency of delivering quality student services and programs at all sites. [Standard II B3a]

Assessing Student Services Delivery

The accomplishments of the student services offices and programs have been substantial. There have been significant gains in multiple service dimensions, new and innovative service techniques, improved service strength, improved facilities, creative partnerships and collaborations, increased staffing, and increased staff development opportunities.

Site visits by the student services staff from National campus to state campus sites have contributed to more collaboration, partnership, training, and workshops for the student services staff. A workshop for key student services staff was held in February 2006, which brought forth the feeling of camaraderie and collaboration among the staff.

The college has also established enrollment management indicators for managing enrollment at its sites. These indicators will promote consistency in delivering quality student services and programs.

The institutional research and planning office has developed surveys for student services and programs. Students, faculty, staff, and clients will be surveyed to elicit information on the effectiveness of the student services provided at the college sites. Surveys will be conducted during 2006. The results of the surveys will be used by the college to improve the student services and programs at all campuses. [Standard II B4]

The Adequacy of Student Service Staffing

The number of student services and programs at college campuses has increased within the last three years due to increases in enrollment. The number of staff has increased, although not across all the student services offices. The college will address unmet personnel needs during this fiscal year and the next. [Standard II B3a, II B3c]

Bullet IV addresses the provision of adequate facilities for instruction at all sites. [Standard III B1] At this time, the college must immediately provide an adequate facility for student learning at the Chuuk site. This recommendation is being addressed in four main ways [Standard III B1].

Improvement of Facilities at the Current Site of Chuuk Campus.

The construction of two new buildings that house the two computer labs and the learning resources center has been completed. The dedication of the two new buildings took place on January 16, 2006. Additional structures including bookstore, student services building, and toilet facilities have also been completed. All buildings are hooked to the Chuuk power system and to the College's backup generator. The backup generator provides electricity to the facilities at the current site when island power goes out. Only 20% of the power generated by the backup generator is being utilized.

The board of regents directed the administration at its September 2005 meeting in Chuuk to negotiate for a 15 year lease extension on the current Chuuk campus site before making further construction or renovations. The board of regents also approved another \$500,000 for construction and renovations of facilities at the current site pending the approval of a 15-year lease.

After a series of negotiations with the principle land owner, a MOU was signed to extend the lease for fifteen (15) years as soon as the current lease expires on December 31, 2007. This MOU enables the administration to start planning for additional construction and renovations of facilities at the site.

The contracts for construction and renovation of the following building have been awarded to local companies and actual work started during the first week of February 2006:

Building #1 – will house faculty offices, offices for coordinators, financial aid office, admissions and records office, conference room and information technology shop.

Building #2 – will house four (4) classrooms and restroom facilities.

Building #3 – will house five (5) classrooms and an audio visual aid room.

The construction and renovations of these three buildings and the recently completed buildings and structures addresses the concerns of the previous visiting teams, regarding the leaky roofs, dark and warm classrooms and offices due to frequent island power outages, over crowded classrooms, and lack of a centralized place for students to sit and have recreational activities.

The college is also entering into an agreement with the nearby Saramen High School to utilize their gym to offer physical education courses and hold student recreational activities and sports.

Scale Back of Services

The college implemented a scale back of operations at Chuuk campus by limiting instructional programs beginning in summer 2005 to address the issue of providing adequate facilities at Chuuk campus. The scale back procedure requires the college to implement a “teach out” by restricting the enrollment of new students while taking in only continuing students at Chuuk campus. The implementation of the “teach out” at Chuuk campus impacted the number of students as it fell from 620 students during spring semester 2005 to 350 students during summer session 2005. The number of students continues to decline as the fall semester 2005 and spring semester 2006 indicated that 360 and 271 students respectively registered for classes.

Since some of the main buildings at the current site were demolished, the college used different sites for classrooms and offices. Saramen Chuuk Academy classrooms were used during the summer session at no cost to the college. However, classrooms had to be leased at a nearby Aten’s building during fall semester 2005 and spring semester 2006. The college plans to continue to rent classrooms at Aten’s during summer session 2006 as it continues to implement its “teach out” process. Both locations are within walking distances from the original campus location.

With the expected completion of the three new facilities by June, the college will be submitting a substantial change proposal to the accrediting commission to scale up of operations at Chuuk Campus during the mid-part of summer 2006.

Securing a Permanent Site for Chuuk Campus

The college has attempted on many occasions to secure a permanent site for Chuuk campus. However, due to land issues in Chuuk state, the college has not been successful.

The college made public announcements to interested land owners in Chuuk in December 2004 to submit proposals for sale of their land. The college received four proposals from land owners in Chuuk. The Chuuk state government also submitted a proposal to donate the Chuuk High School site as the future permanent site for Chuuk campus. Because of the limited resources available to the college, the board of regents accepted the offer by the Chuuk state government. The college will work pending Chuuk state government resolving land and legal issues related to the new site and transitioning of students to another site by the end of 2008. Of importance thing is that a permanent site has been identified.

Construction of Facilities at other College Sites

The construction of facilities at other college campuses in Kosrae, Pohnpei, and Yap states will commence as soon as the infrastructure development projects (IDP) funds are available from Joint Economic Management Committee (JEMCO). An amount of \$2.180 million has been earmarked for construction of facilities at college sites in Kosrae, Pohnpei, and Yap.

The college will construct and furnish a two-story concrete building for student services that is approximately 5700 square feet with the second floor connecting to the second floor of the

vocational center at Kosrae campus. The building will consist of infirmary, admissions and records office, financial aid office, conference room, SBA office, coordinators' offices, clerk work stations, lobby, and bookstore/snack shop. The building will be fitted with toilets, utility room, and janitor's storage room.

Another building construction scheduled to commence in fall semester 2006 is a two-story concrete building with three standard classrooms and shops for vocational programs. The offices will be fitted with air conditioners. Ceiling fans will be installed in the classrooms. The building will also be fitted with toilets, utility rooms, and janitor's storage room. The total square feet for the vocational classroom building are about 7300. The total cost for constructing the two buildings will be approximately \$1.287 million.

The College will also construct and furnish a two story building to house the learning resource center at Pohnpei campus. The building will be furnished with computers, bookshelves, study carrels, chairs and tables. The construction of this building will commence during fall semester 2006. The cost for construction of this building is about \$0.8 million.

A single story building will be constructed and furnished at Yap Campus. The building will contain four standard classrooms to accommodate 30 students per classroom. This building will also be fitted with toilets, utility room, and janitor's store room. The estimated cost for constructing this building is at \$290,490.

The following standards will be used for these buildings: U.S. National Building Code, National Electrical Code, National Plumbing Code, and American Disability Act Standards.

The board of regents approved the recommendation from the finance committee to operate the bookstores as auxiliary services in a merchandizing business concept beginning fiscal year 2006.

In the college's efforts to establish bookstores at all campuses, the campus directors were tasked to provide bookstore space at their respective campuses. Chuuk and Pohnpei campuses have completed the construction of their bookstores and started full operation during summer 2005. Kosrae campus bookstore opened during spring semester 2006 while Yap campus is in the process of identifying suitable space for its bookstore. A plan to expand the National campus bookstore to accommodate the increase in textbook inventory is in the discussion phase with the architect.

Clerks were hired to operate the bookstores at state campuses.

Though Chuuk campus facilities are the most urgent IDP projects of the college, the permanent site is not ready for development.

Timeline of Additional Plans the College of Micronesia-FSM has developed:

During March & April 2006

Instructional Affairs

- Completion of Student Learning Outcomes for all courses
- Submit FSM-FMI Substantive Change Proposal to the Accrediting Commission
- Review academic Advisement system in collaboration with Student Services to make recommendations for improvement. Conduct survey/interviews with students and faculty; prepare report based on findings
- Share state campus program evaluation reports with college community
- Revise state campus AS in Teacher Preparation
- Update MOU with Kosrae Library to address standards and needs for college programs.

Student Services

- Continue assessment of student services programs. Find new ways to improve services
- Implement the Student Services Program Evaluation Policy.

Administration

- The second step to the development of the Strategic Plan, the tactical planning, will be completed.
- The Research and Planning Office will hold focus groups and community meetings to hear feedback on development of the new strategic plan. [Recommendation #4]
- Forward institutional effectiveness plan to Board of Regents for approval.

Executive

- Communication Policy will be presented to BOR
- The Board of Regents will review and approve the manual of administrative policies and procedures. [Recommendation #6]
- Planning Council will facilitate activities that guide decision making for short and long term planning and will establish benchmarks for evaluating these activities. [Recommendation #4, #5]
- Hire the community relations/fundraising coordinator. [Recommendation #2]
- BOR Manual to be completed and distributed for input

During May & June 2006

Instructional Affairs

- Further update administrative manuals before final Board of Regents approval
- Completion of distance education studies and commencement of course redesign and testing.
- Determine areas and strategies to improve academic advising system.

Student Services

- Assessment of student services program continues. Find new ways to improve services.
- Student Services SLOs Assessment Handbook
- Student Services SLOs Assessment Handbook to be developed
- Final update of Student Services Administrative Manual before final BOR approval

Administration

- HR Training of managers on policy by facilitator/Steve Finnen [Recommendation #2] *Funding to be requested from fund balance*
- Organize system-wide training for managers on the personnel policy and extended to the state campuses (work with VPSSA/VPA/VPIA/SDPC)
- The twenty year strategic plan will be reviews and approved by the Board of Regents. [Recommendation #4]
- Each campus to organize and hold staff development award ceremonies.
- Information Technology to provide training at all campuses on new network/telephone use.
- HR Director to visit other state campuses and provide workshops.

- Submit substantive change proposal for Chuuk Campus scale up.
- New VPA to visit state campuses.

Executive

- Strategic plan to be completed and implemented

During July & August 2006

Instructional Affairs

- Carry out selected program assessments.
- Implement faculty exchange program between campuses.
- Conduct academic advisement workshops during faculty workshop week at beginning of Fall Semester

Student Services

- Assessment of SLO continues. Continues to assess one or two additional SLOs on student services program activities and report on the result.
- SBA teleconference between campuses

Administration

- Hold workshop on Communication improvement
- Budget guidelines workshop for managers

Executive

- Implement strategic plan at state campuses
- President to visit state campuses to meet with state leadership and parents of students.

During September & October 2006

Instructional Affairs

- Evaluate and communicate results of Program Assessment

Student Services

- Assessment of SLOs continues. Continues to assess additional SLOs on student services program activities and report on the result.

Administration

- ALO to conduct accreditation workshop at all campuses
- Accreditation mid-term report planning process begins
- Organize fundraising activities to meet new annual goal of \$100,000

Executive

- Conduct workshop on how to utilize strategic plan

During November & December 2006

Instructional Affairs

- Implement changes based on results of Program assessment

Student Services

- Continue assessment. Additional SLOs to be assessed and report on result
- Student Services SLOs Assessment Handbook to be completed.
- Implement changes based on results of student services assessment.

Administration

- Faculty/Staff Senate to hold inter-campus teleconference
- Continue workshop on Manuals
- Facilities timeline to be completed

Executive

- Organize training of Board members based on new BOR Manual.

During January & February 2007

Instructional Affairs

- Commence work on substantive change proposal for BA in Education.

Student Services

- Continue assessment. Additional SLOs to be assessed and report on the result.
- Improve student services and activities at state campuses.

Administration

- Meeting with stakeholders/parents in some communities on Pohnpei regarding satisfaction with COM services.
- Organize all-campus staff development

Executive

- Commence annual review of strategic plan.

During March & April 2007

Instructional Affairs

- Submit BA in Education substantive change proposal
- Begin work on next edition of college general catalog

Student Services

- Assessment of SLOs continues. Additional SLOs to be assessed and report on the result.

Administration

- Meeting with parents in Kosrae regarding satisfaction with Com services.

Executive

- President to visit Kosrae State leadership and meet with parents.

During May & June 2007

Instructional Affairs

- General Catalog revision
- PLOs updated and ready for inclusion in General Catalog.

Student Services

- Assessment of SLOs continues. Report on the results of the assessment
- Monitoring visits to state campuses.

Administration

- Submit accreditation mid-term report to commission

Executive

- President to visit state leadership to solicit funding support
- President to meet with parents of students and community members regarding satisfaction with COM services in Chuuk and Yap.

Other changes or issues currently confronting the institution

In addition to addressing the changes, improvements and restructuring, other events have influenced the work at the College of Micronesia-FSM.

Changes in Key Personnel:

- Mr. Jimmy Hicks was hired as the new IRPO director after the resignation of Jessica Stam.

Concluding statement

This report addresses the progress made since March 15, 2005, in response to the recommendations delivered by the Western Association of Schools and Colleges to the College of Micronesia-FSM. Within a year, the college community, which comprises of the staff, faculty, students, administration and the board of regents, has completed a major amount of improvements by following up and improving on of improvement plans already indicated in previous progress report to WASC. This year has really been a year of assessment and improvements to already established plans.

The college has made substantial progress in inclusion of all campuses and groups in the planning and evaluation process. The college has done this through development of a new vision, mission, values statements and goals; development of a model for integration of planning, evaluation, and resource allocation; adoption and implementation of a technology plan; improved dissemination of data and information on the status of the college; and improved communication flow on assessment and planning. Work on integrated planning, evaluation, and resource allocation is being conducted through the committee structure. What is yet to be completed is the thorough assessment of all the plans of improvements that the college has developed.

The college has embraced SLO's and the assessment process at varying degrees within divisions, departments, and across campuses. We are currently conducting assessment at the program level, a move recommended by WASC. Some academic divisions now have several years data on SLO's at the course level which will link the course and program outcomes to the goal and mission of the college. The student services area also has made a great progress in conducting assessment trainings and actual assessment activities. In the upcoming months, the college's efforts and energies will be directed toward refining and adopting the institutional assessment plan, continuing implementation of SLO assessments at course and program level and linking them into the annual program reviews to be shared and used for program planning and improvements.

Although the college was lifted off warning and accreditation reaffirmed, the college continued to generate and document many improvements especially in the areas of communication and continuity of services. Communications between and within campuses have continued to improve as the college fully implemented its new organizational structure. Facilities improvement plans for all campuses were noted and working plans are already in place to guarantee the same quality of service at all campuses. We look forward to sharing our accomplishments with the visit team in April.

Appendix A

Sample Intercampus Visit Log:

WHEN & WHERE	WHO	WHY
3-11-06 to 3-13-06 Chuuk	Francisco Mendiola Director of Maintenance	To inspect ongoing project in Chuuk Recommendation #6
3-11-06 to 3-17-06 Yap	Ermine Wailibiy	Monitoring of the Peer Counseling Center Recommendation #6
3-19-06 to 3-29-06 Kosrae	Matthias Ewarmai Jean Thoulag Spensin James Lourdes Roboman Joakim Peter Penny Weilbacher Norma Edwin Jimmy Hicks Jim Currie	BOR meeting Recommendation #1
2-27-06 to 3-10-06 Yap and Chuuk	Karen Simion	Visit to Chuuk and yap campus Recommendation #2
3-01-06 to 3-07-06 Kosrae	Jean Thoulag	Kosrae Site Visit Recommendation #2
2-20-06 to 2-25-06 Pohnpei	Julie Waathan , Yap Marlene Ychiro, Chuuk Dokowe George, Kosrae	Staff development day Recommendation #2
2-6-06 to 2-9-06 Kosrae	Dannis Lorrin	Install and change air conditioner at Kosrae Recommendation #6
2-01-06 to 2-04-06 Pohnpei	Herner Braiel, Chuuk Rhoda Velasquez, Kosrae Switer Eter, Chuuk Rosalina Bueno, Kosrae Eileen Sabino, Kosrae Murphy Ribauw, Yap Patrick Peckalibe, Yap Serphin Ilesiuyalo, Yap Mathias Ewarmai, Yap Alton Higashi, Chuuk	Evaluation and Assessment Workshop Recommendation #1 and #2

Communications Policy

Policy on Communication

Purpose: The College of Micronesia-FSM is the most complicated community college in the Western Pacific as well as in the purview of the Western Association of Schools and Colleges (WASC) due to the geographic nature and cultural and language diversity of our nation of islands. The islands of the Federated States of Micronesia are separated by water that covers an area the size of the continental USA and include 16 different Micronesian languages and dialects; this makes communication among and within the six campuses of the College a challenge. Therefore, a policy on communication is needed to ensure the flow of information and dialogue for the College to operate efficiently and effectively.

Policy: To facilitate the flow of information and aid discussion among the faculty, staff, students, administrators and clients at the six campuses, formal communication pathways are to be identified, protocols or procedures for accessing or using the pathway are to be established and disseminated, and a communication improvement plan is to be developed. These communication pathways are to be utilized for information sharing and to support decision-making, and the communication improvement plan is to strategize improving communication. The College is to provide the infrastructure to support the various communication pathways as is financially feasible.

Application: The policy applies to faculty, staff, students, administrators, committees, councils, and working groups at the College of Micronesia-FSM.

Procedures:

1. The President will assign the following identified communication pathways to individuals or committees to develop the protocols/procedures for their use. This list is not exhaustive; as identified, other communication pathways may be added.
 1. Lines of authority according to the organizational chart - clarify the lines to establish a common understanding; and schedule periodic and systematic assessment of the organizational chart.
 2. Standing committee structure - align the committee structure to the current organizational chart and clarify the role of standing committees and the relationship between the committees, other committees and the administration.
 3. Standing committee meeting participation - determine ways, such as the proxy system, to holding standing committee meetings that ensures the needs and views of state campuses are heard during the meetings and develop protocols/procedure for its use.
 4. Linkages between the Student Body Associations (SBA) at all campuses – establish protocols for student representatives on standing committees to communicate with students at other campuses.

Appendix B

5. Linkages between Staff Senate organizations at all campuses - establish protocols for National Staff Senate to share information and discuss issues among faculty and staff from all campuses
 6. Teleconference for consultation with key staff and meetings with committee members at the State Campuses.
 7. Office/division/department meetings – require regular meetings and establish protocol for the flow of information from the meetings up and down the line of authority and to and from committees and campuses.
 8. Participation in policy development - establish protocol in the policy on policy development to ensure college-wide participation and ownership in policy development.
 9. Workshops and/or conferences and site visits – establish guidelines for scheduling such to ensure personnel across the college have clear understanding of policies and procedures and to encourage sharing of views to improve the effectiveness and efficiency of the College.
 10. College website – establish protocols for updating the site so to provide easy access to information about the College.
 11. College e-mail– establish procedure for assigning an email address to all faculty, staff, students, and administrators and protocol for its use.
 12. Distribution list for all College publications – establish lists to ensure all who need to know receive the publication.
 13. Forums for explaining and clarifying College governance structure, policies and procedures, activities, events, and other information on the College to clear misinformation and misunderstandings – provide guidelines.
 14. Other avenue for sharing information about the College, such as a college news–letter.
- a. The President will assign a working group to develop a communication improvement plan that identifies formal communication pathways and their corresponding procedures or tasks needed to implement the pathway. The plan is to also include a timeline for the tasks, persons responsible for the tasks, and an assessment strategy for the plan. The working group will seek input from the college community and present the communication improvement plan to the President and Cabinet for adoption.
 - b. The President will establish a cycle for reviewing the plan and updating the communication improvement plan.

Responsibilities: The President assigns the task of establishing protocols to individuals or groups; directs the writing of the communication improvement plan; promulgates the plan; and monitors the effectiveness of the communication protocols and the communication improvement plan.

Cabinet members and standing committees, as assigned, develop the protocols for communication pathways; assist in the developing of the plan and provide leadership in use of the communication pathways.

Appendix B

College community is to follow the protocols, utilize the pathways, and participate in enhancing communication.

Sources: College of Micronesia-FSM Communication Retreat, Minutes of Standing Committee meetings, Moorpark Community College website.

2/21/06 version

Appendix C

Instructional Affairs SLO Grid

Program	Department	Campus	Semester	Outcome	Assessment Activity	Findings	Closing Loop
General Education Core Demonstrate the various elements of the writing process	Language & Lit	Nat'l	Spring 05, Summer 05, Fall 05	Gen Ed -- -ESL 098 Write coherent paragraphs -ESL 099 Write Effective Essays	Used indicators and rubric and specific examples of writing	Placement essay has some correlation to success in ESL Some indication that essay scores go up for lowest level ESL students after one semester of ESL	Reading portion of the entrance test is not working well. Need to change entrance score formula for admittance into degree programs
General Education Core Describe the value of physical activity to a healthful lifestyle.	Exercise and Sport Science	Nat'l	Fall 2005-Spring 2006	Students will describe the health benefits of regular physical activity Identify diseases and illnesses inversely related to physical activity level Express how regular physical activity makes them feel (in a written, oral, or visual format).	Imbedded item on the final exams of all ESS courses offered at National campus during Fall 2005 Survey Questionnaire	Ongoing	Ongoing

Appendix C

	Math & Natural Science			MS 090, MS 095, MS 098	Analysis of student outcomes specified in revised developmental math course outlines combined with study of success and promotion rates	Overlap between two lower courses and gap with the ultimate developmental course and college algebra	System wide collaboration with meeting of developmental math faculty. Curriculum realigned to remove overlap and address gap.
AS in Liberal Arts/ HCOP SC 101- Health Science	Math & Natural Science	Nat'l	Fall 05	SC 101 Course outcomes	Interview success of students in course SLO	When material relates to students day to day life, they do better.	Finding ways to make materials relevant to students' personal lives will lead to improved learning of difficult material.
AS in Liberal Arts/ Health Careers Opportunity Program		Nat'l.	Fall 05	Program Alignment for Cohesion of Program Outcomes & Courses	Matrix & Compare Program outcomes to other external health agencies	Analysis by faculty noted nutrition, critical concern in FSM not being covered	Changes made in courses that comprise the program to include nutrition.

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MS 150 Statistics			Fall 05	MS 150 course outcomes	Item Analysis of final test designed to assess student success for each course SLO	To be continued	
MS 090			Fall 05		Course SLO's on grid and each student tracked	Abandoned; too cumbersome	Find another way to aggregate information
AA in Liberal Arts	Language and Literature	Natl.	Fall 05	ESL 089 Reading V ESL 099 Writing V	Tracked student pass rates for 4 years	Year 2005 showed substantial decrease in students passing	Check admissions test. Consider developing third level of developmental/ESL courses
AS in Elementary Ed		Chuuk, Yap, Kosrae	Started Fall 05	Review Program Cohesion	Matrix Alignment	9-15 elective education credits not consistent	Revise the state prescribed recommendations for the 9-15 credit electives
3 rd Year Certificate in Teacher Preparation	Education		Spring 05 Spring 06	Course outcomes for ED 330-Classroom ED 301b-Reading Methods ED 310a-Practicum ED 310b-Practicum SS/ED 333 Historical Geography	Course SLO's on grid and each success student tracked	Student strengths and weakness identified	Courses and activities revised to enhance student success

Appendix C

					<p>outcomes.</p> <p>All faculty read and score final project in SS 280</p>	<p>outcomes and developing better/effective assessment tools to reflect course outcomes; for example – in SS150, instructor noticed from quizzes that students were failing the listing of names, events, and dates chronologically.</p>	<p>The need of a rubric for SS280 was from realizing that instructors' comments/ scoring of final papers were not addressing same things or standards, thus a standardized rubric is being developed for SS280 to be tested at the end of Spring 2006.</p>
<p>AS in Business Administration</p> <p>BU 270 Principles of Marketing</p> <p>EC 270 Macroeconomic</p>	<p>Business & CIS</p>	<p>Nat'l</p>		<p>Program Cohesion</p> <p>Course outcomes</p>	<p>Matrix completed</p> <p>Rubrics used with demonstration of student understanding of concepts as demonstrated in student reports written and oral reports</p> <p>Pre and an</p>	<p>Learning not at desired level</p>	<p>Formulating plan for program level outcomes assessment</p> <p>Faculty exchanging ideas on strategies for improving Student learning.</p> <p>Some faculty have changed delivery and assessment methods</p>

Appendix C

				Course Outcomes	post test		
AAS Electronics		PNI		Practice safety and occupational health procedures in the workplace* * program level outcome included in all vocation programs	Observation Written test Oral questioning	High % of students meeting outcomes, but not all. In some cases, students did not have safety shoes and coveralls.	Need to update the safety standards to meet industry level and industry certification. Students should visit real job sites. Recommend that students should demonstrate 100% mastery of safety procedures. Need to address solution for all students to have all safety clothing
AAS in Telecommunications VEE 100 Soldering VEE 110 Discrete Devices	Trade and Technology	PNI	Spring 05	Use of hand and power tools and soldering skills SLO #10 to #15 Power Supply Systems.	Tests, quizzes, practical exams, observation Practical exercises, NIDA experimentation; Observation	Emphasis on practical task increased number of students to be more engaged in lessons and better results 77% passing; needs more equipment to match # of	Increased time for student project Recommendations on lesson modification Selection of preferred course materials. Recommendations on lesson modification.

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						students; utilize actual circuits to increase results	
Certificate in Agriculture		KSA	Fall 05	Program Outcomes	Interview of students who completed the program		Revise program to emphasize practical application of courses to local situation and needs
Certificates in Carpentry, Cabinet Making, and Building Maintenance		CHK	Su 05 & Spring 06	Check program outcomes and courses for cohesion	Matrix alignment	VCF 153 a addresses only one outcome VCF 106 appears “thin” on addressing PLO’s VCF 124 Tool Maintenance thin in content for a 4 credit course	Incorporate safety in every vocational class that has hands on activities. Consider replacing VCF 106 with VAE 103 and increase to 3 credits. Broaden or remove outcome #4 from Building Maintenance Program

Appendix D

Student Support Services SLO Grid

Depart /office	\Where /When	Outcome	Assessment Activity	Findings	Closing Loop/
OAR	Spring 04 National campuses	1. Students will be able to successfully complete the admissions & registration forms. 2. Student will be able to identify program requirements for their intended career goal.	Forms (application for admissions and registration. 1. Percent of Individual Development Plan (IDP) on students file. 2. From the IDP on file determine the percentage that appears complete.	Ongoing On going	1. The result of survey will use for decision making in further improvement of the process. 2. To provide information to gage satisfactory level of the student, faculty and staff involved in the process. 1. To provide IDP to the student and advisor before course selection.
Dispensary	Spring 04	1. Student will be aware of the health services available.	Log of visits to the dispensary/Customer satisfactory survey	On going	Provide more information to improve student awareness of services.
		2. Student will be aware of health related issues.	2a. Pre/post tests given during health activities. 2b. Number of	On going	Provide health education activities and enhance counseling services.

Appendix D

			participants in health activities/presentations. 2c. Log of visits/referrals.		
FAO	Spring 04	Students will be able to successfully complete the financial aid forms.	Forms (application for financial aid, work-study, scholarship application)	On going	Provide more information and training.
Counseling	Spring 04	Students will be able to develop and discuss individual career objectives.	Pre/post test	On going	Increase the students' awareness of careers available and importance of each academic subject area. Provide more information and workshops.
Peer Counseling	Spring 04	Students will be able to make healthy choices.	Risk factor survey	On going	Based on the survey findings – improve services at the center.
Residence Hall		Students will be able to access the mini computer lab at all times.	Survey/Log sheet	On going	Provide more tutorial computer sessions.
Recreation/Sports	Spring 04	Students will be able to access the gym from 8am to 9:30 pm daily.	Survey	On going	Provide the gym schedule to the college community.
TRIO (SSSP)	Spring 04	Students will be able to successfully complete their prescribed Individual Achievement Plan	Percent of students completing the IAP Contact Sheet	On going	Improve the program's In-house Advising Process.

Integrated Planning Flow Chart

