Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

College of Micronesia-FSM
P.O. Box 159, Kolonia, Pohnpei FM 96941

to

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

27 June 2022

Certification

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

From: [insert Name of Chief Executive Officer]
       College of Micronesia-FSM
       P.O. Box 159
       Kolonia, Pohnpei FM 96941

This Institutional Self-Evaluation Report is submitted to the ACCJC to assist in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Karen Simion

_____   4/15/2022_____
Karen Simion, Interim President, College of Micronesia-FSM   (date)

_____   4/15/2022_____
Suzanne L Gallen, Chairperson, Board of Regents   (date)

_____   4/15/2022_____
Shaun Suliol, Acting Vice President for Institutional Effectiveness and Quality Assurance Micronesia-FSM (date)

_____   4/15/2022_____
Alfred Olter, President, Faculty/Staff Senate   (date)

_____   4/15/2022_____
Joseph Habuchmai, Vice President for Administrative Services
       (date)

_____   4/15/2022_____
Jennifer Helieisar, ALO   (date)

_____   4/15/2022_____
Joey Oducado, Vice President for Enrollment Management and Student Services   (date)

_____   4/15/2022_____
Tesiwo Liwy, Student Body Association President   (date)

Contents

A. Introduction

College History

College of Micronesia-FSM (COM-FSM) is a two-year, English-speaking institution of higher education offering 31 certificates and degrees and one baccalaureate degree. COM-FSM serves the developing nation of the Federated States of Micronesia (FSM). As a former Trust Territory of the Pacific Islands (TTPI), the FSM maintains a relationship with the US as a Freely Associated State (FAS) and has a Compact of Free Association that defines the relationship. The FSM is comprised of 607 islands spread across approximately 2 million square miles of the western Pacific Ocean. The nation has a population that has slightly increased from 102,843 in 2015 to 105,503 in 2020 (https://sdd.spc.int/fm). Despite the small population size, traditional culture is robust with fifteen distinctive cultures and languages.

Figure A 1: Location of the Federated States of Micronesia

COM-FSM is a single institution with six campuses located across the four main islands of the FSM, which are Chuuk, Kosrae, Pohnpei, and Yap. The administrative center of the institution is located at the National Campus in Palikir, Pohnpei. Additionally, the National Campus serves all four states

as the primary campus for delivery of two-year degree programs. Each of the four states has what is commonly referred to as a "state campus" which ensures access to higher education for citizens of all four states. These campuses are respectively Chuuk Campus, Kosrae Campus, Career and Technical Education Center (Pohnpei), and Yap Campus. The FSM Fisheries and Maritime Institute is located on Yap Island and is funded by the FSM government.
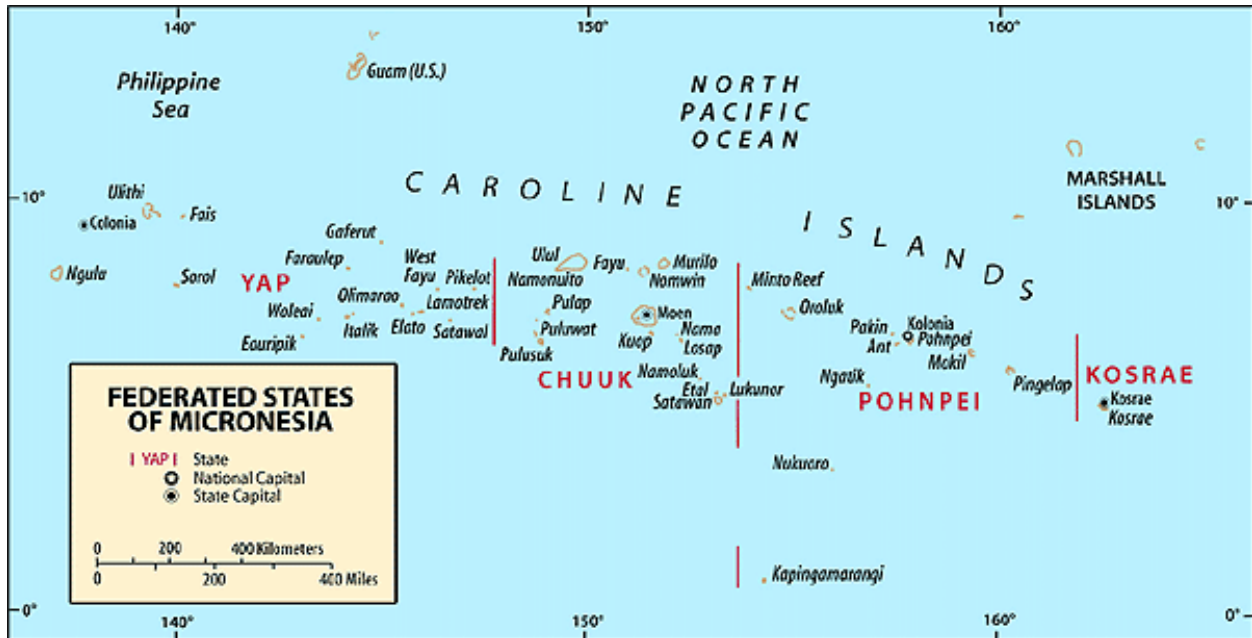
Figure A 2. Detailed Map of the Federated States of Micronesia

Higher education within the FSM began in 1963 when the TTPI, in collaboration with the University of Hawai'i, developed the Micronesian Teacher Education Center (MTEC) to provide in-service teacher training. In 1969, MTEC shifted from in-service to pre-service teacher education and was retitled the Community College of Micronesia (CCM) in 1970. CCM expanded its program offerings, and university involvement was phased out in 1973.

In 1978, the Seventh Congress of Micronesia acted to join CCM with the then Micronesian Occupational Center in Palau and the college's nursing school in Saipan to form the College of Micronesia (COM) as a public corporation governed by a Board of Regents. The institution was accredited by The Accrediting Commission for Community and Junior Colleges, The Western Association of Schools and Colleges (ACCJC, WASC) in 1978. Later the nursing school was moved to Majuro and became the College of the Marshall Islands. In 1987, the recently independent nations of the Federated States of Micronesia, the Republic of Palau, and the Republic of the Marshall Islands signed a treaty affirming continued support for COM. However, in 1991, the three nations signed an agreement to restructure COM allowing for increased national autonomy.

In 1992, the Seventh Congress of the Federated States of Micronesia passed Public Law No. 7-79 establishing the College of Micronesia-FSM as a public corporation under its own Board of Regents. And April 1, 1993, the College of Micronesia-FSM became the federation's national college. Accreditation was awarded in 1978 and reaffirmed in 1982, 1987, 1992, 1998, 2005, 2013, and 2016.

From 1994 to 1998 the college's strategic vision was to create comprehensive community colleges in each of the four island states and to form a four-year baccalaureate institution on Pohnpei. As part of that vision, each state's continuing education center was renamed a state campus. Subsequent to an assessment of capacity and resources necessary to actualize such a plan, this vision was abandoned and the college remained a single, two-year degree-granting institution with six campuses until 2019. The college was approved to offer its first baccalaureate degree in Elementary Education at all campuses beginning fall 2019. The National Campus focuses on degree and professional certificate programs; the four state campuses focus on developmental, career and technical education, including the elementary education baccalaureate program. The Fisheries and Maritime Institute provides specialized training in traditional and modern navigation, marine engineering, and fishing technology.

FSM Demographics/Socio-Economic Data/Service Area

The College of Micronesia-FSM serves the small island developing nation of the Federated States of Micronesia (FSM). The FSM population of 102,843 (2010 Census) is spread over the four island states that compose the nation (Chuuk, Kosrae, Pohnpei, and Yap). [https://www.fsmstatistics.fm/social/population-statistics/ accessed on 3/20/2022]

FSM Population
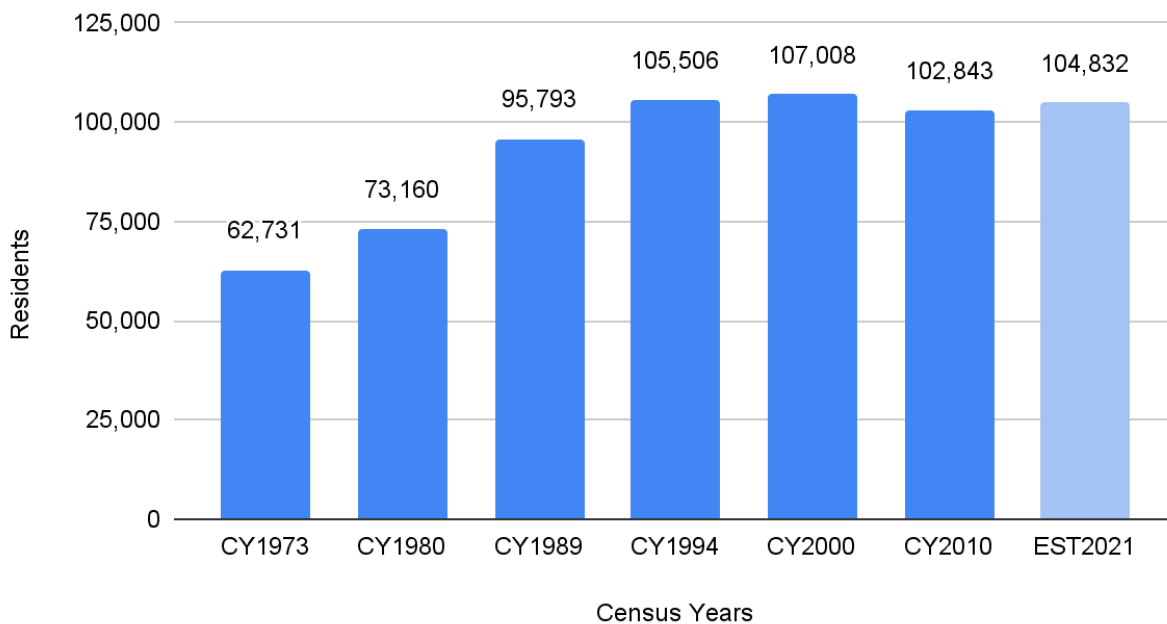
Figure A.1. FSM Population Trends by Census Date

The FSM 2010 census showed a 4% decline in the nation's population from the previous census data. No national census has been conducted since 2010. The mid-year 2021 estimate of the population is 104,832. The population decrease between the 2000 and 2010 census suggests that the population growth models used to estimate the 2021 population could be overly optimistic.

Total number of FSM emigrants in the United States by year
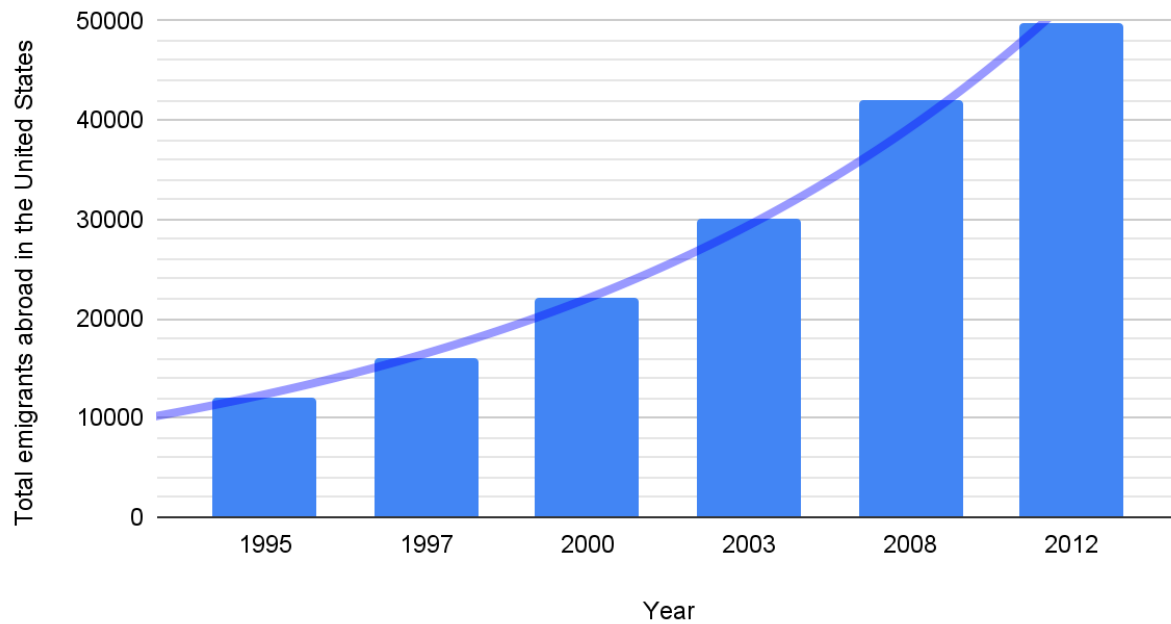
Figure A.2 Estimates of Micronesian migrants, 1995 to 2012 as reported in Migration in the Federated States of Micronesia: A Country Profile 2015, Table 23, by the International Organization for Migration [https://publications.iom.int/books/migration-federated-states-micronesia-country-profile-2015 accessed on April 20, 2022]

The number of FSM emigrants abroad increased between 1995 and 2012 with that increase being slightly non-linear. In 2020 the nation closed its borders to returning residents and citizens, but emigration continued. The impact of the pandemic on emigration and the population is not yet known.

State share of the national population

Based on 2021 population estimates

Kosrae
6.4%
Yap
11.1%

Chuuk
47.3%

Pohnpei
35.2%
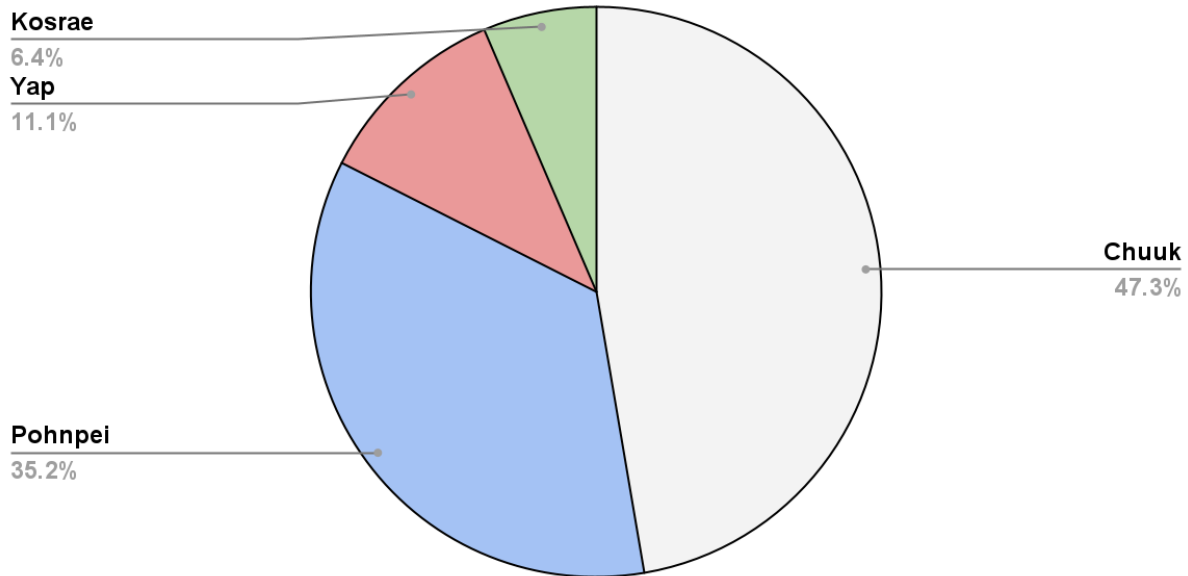
Figure A.3. State share of FSM population 2021 (104,832 estimated)

The four states of the FSM have different shares of the national population. Chuuk is the most populous state and Kosrae is the least populous.

The most recent data on employment by industry is from 2018.

Table A.1. FSM employment by industry 2018

FSM	FY2018
Agriculture, Hunting and Forestry	26
Fishing	296
Mining and Quarrying	0
Manufacturing	186
Electricity, Gas and Water Supply	387
Construction	957
Wholesale and Retail Trade and Repairs	3,525
Hotels and Restaurants	794
Transport, Storage and Communications	1,079
Finance	291

FSM	FY2018
Real Estate, Renting, Business Activities	489
Public Administration	6,202
Education (1)	843
Health and Social Work (1)	137
Other Community, Social, Personal Services	675
Private Households With Employed Persons	18
Extra-Territorial Organizations and Bodies	67
Unclassified	0
Total	**15,971**

Source: FSM Statistics Office: Social Security Administration, Government Payrolls, statistical estimates [https://www.fsmstatistics.fm/economics/labor-market-and-participation/ accessed on 3/20/2022]
(1) State and National government workers are included under "Public administration"

Labor markets have been impacted by the closure of national borders as a result of the global pandemic. Data are not available on the nature and extent of this impact.

Labor force status as of CY2010

Based on UN definitions for labor force aged 15+

Formal work
18.3%

Not in labor force
34.1%

Home production
20.1%

Unemployed
7.4%

Subsistence
10.3%

Market oriented
9.8%
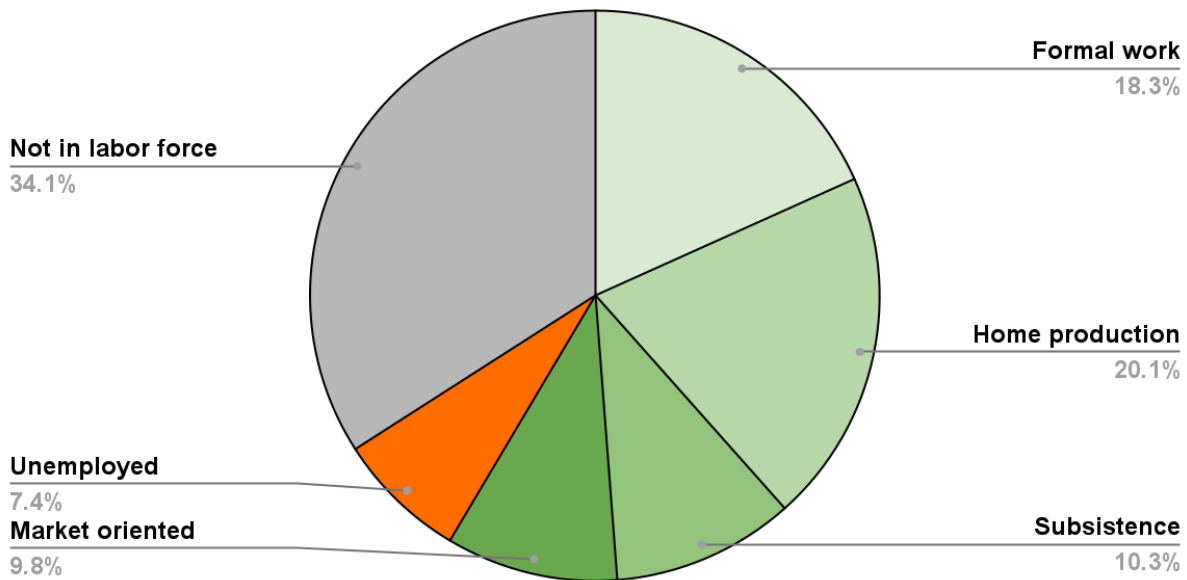
Figure A.4. Labor force participation as of CY2010. Source: FSM Statistics Office. Chart based on population of 82,804 [https://www.fsmstatistics.fm/economics/labor-market-and-participation/ accessed on 3/20/2022]

Data on employment, unemployment, and labor force participation have not been updated since the last national census in 2010.

The FSM Gross Domestic Product estimate for 2018 was $401.9 million with an estimated average nominal wage of $8,485. GDP in current prices was $3,854 in 2018, the most recent data available. This places the FSM in the lower-middle-income category according to World Bank classification.

College demographics, statistics, and trends

The following charts and tables provide an overview of key college demographics, statistics, and trends. The data is from the ISER Tables for ALO.xlsx available in the evidence folder, Student Data Tables.

Fall term systemwide headcount decadal trend
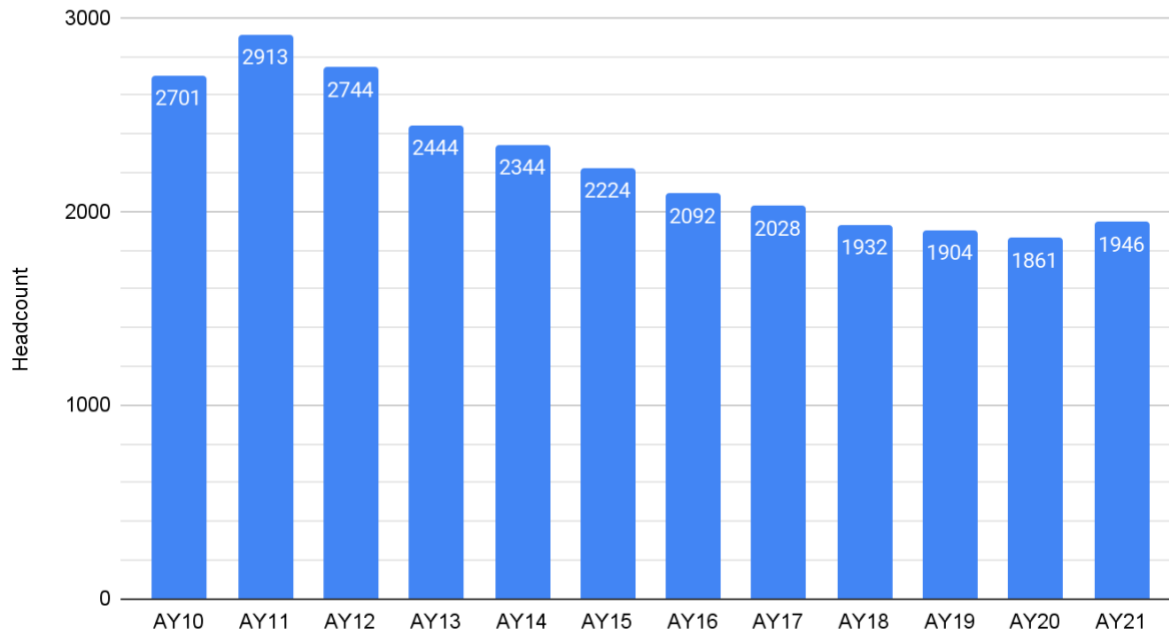
Figure A.5. Fall term headcount 2010-2021

The college has seen a decline in enrollment over the past decade. This decline is a combination of outmigration from the nation and the related impact of the existence of an increasing diaspora. With an increasing overseas diaspora, students here see increased opportunities to travel abroad for education.

The "FSM Education Indicators School Year 2019-20 Report" shows student enrollment, net enrollment rate, and gross enrollment rate declined in K12 enrollment between 2016 and 2020. Student enrollment nationwide dropped from 27,666 in 2016 to 23,823 in 2020. [http://www.national.doe.fm/index.php/files/213/FSM-Indicators/20/FSM-Education-Indicators-School-Year-2019-20.pdf accessed on 3/20/2022]

Also, FSM citizens are eligible to join the US military and do so at the highest rate of any other country on a per capita basis. In 2019 an estimated 1,500 FSM citizens were serving in the US military. Retired veterans who return to the FSM have retirement incomes significantly above the average nominal wage which adds to the attractiveness of serving. [https://www.defense.gov/News/News-Stories/Article/Article/1988044/esper-welcomes-micronesias-president-to-pentagon/ accessed on 3/20/2022]

The increase in enrollment seen in fall term 2021 is attributed to demand for residential instruction. Academic year 2020-2021 consisted of primarily online courses and hybrid courses with online components. Full residential instruction options were not available to students until the fall term 2021.

Student type fall 2021

Returning Student
7.7%

New Student
15.2%
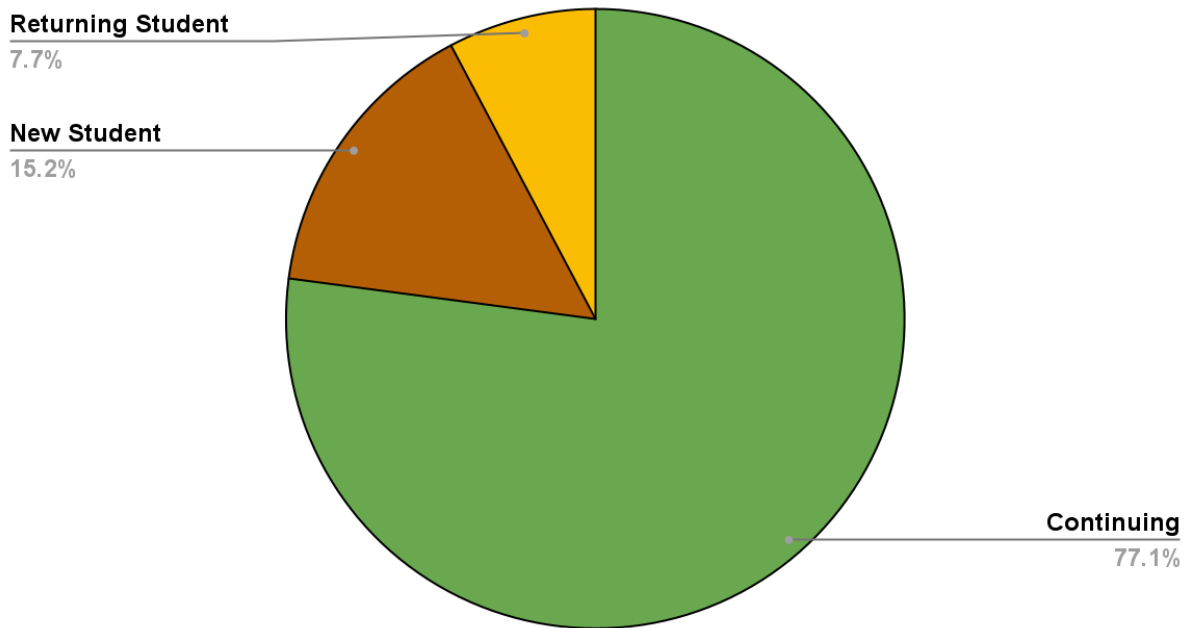
Continuing
77.1%

Figure A.6. Student Type Fall 2021 (for 1,946 Students)

The college tracks student-type data every semester. These numbers are generally relatively stable year-to-year. Continuing students are the largest portion of the population at the college. New students and returning students make up smaller portions of the student body. This stability in student enrollment and demographics is generally true over the past seven years.

Students by age group fall 2021
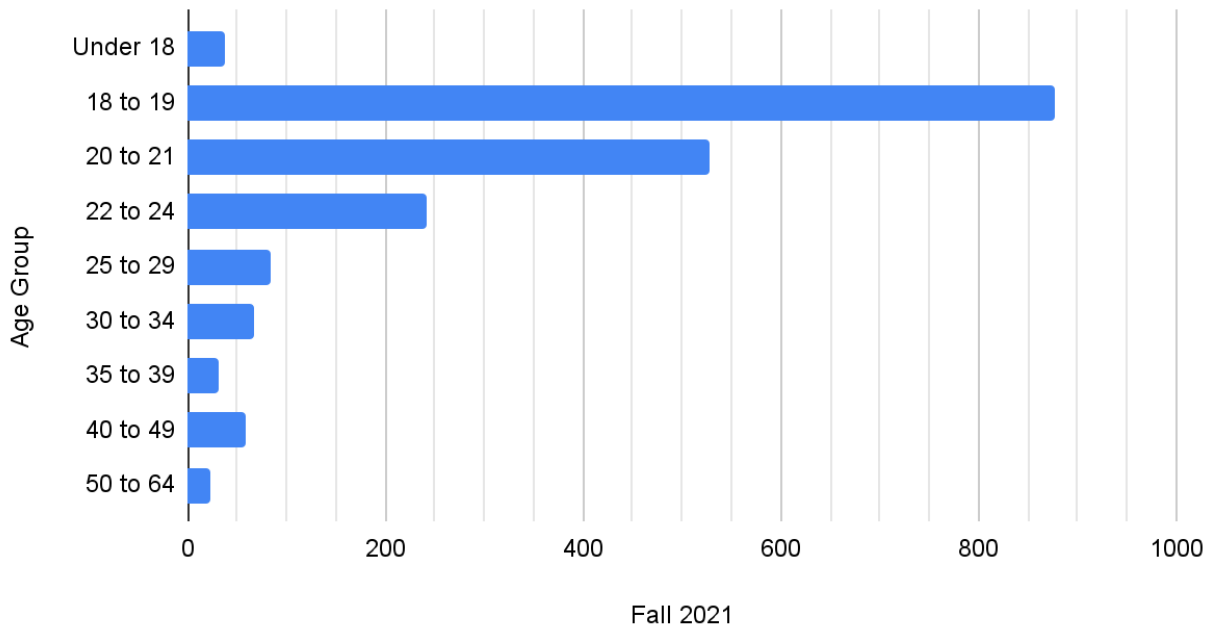
Figure A.7. Students by Age Group

The college student population has a median age of 20 years old with the largest age group being 18 to 19 years old. The college is predominantly serving recent high school graduates. Adult continuing education students are a significantly smaller portion of the student body. The college student body is, on average, younger than that seen in North American community colleges.

Full time versus part time students fall 2021
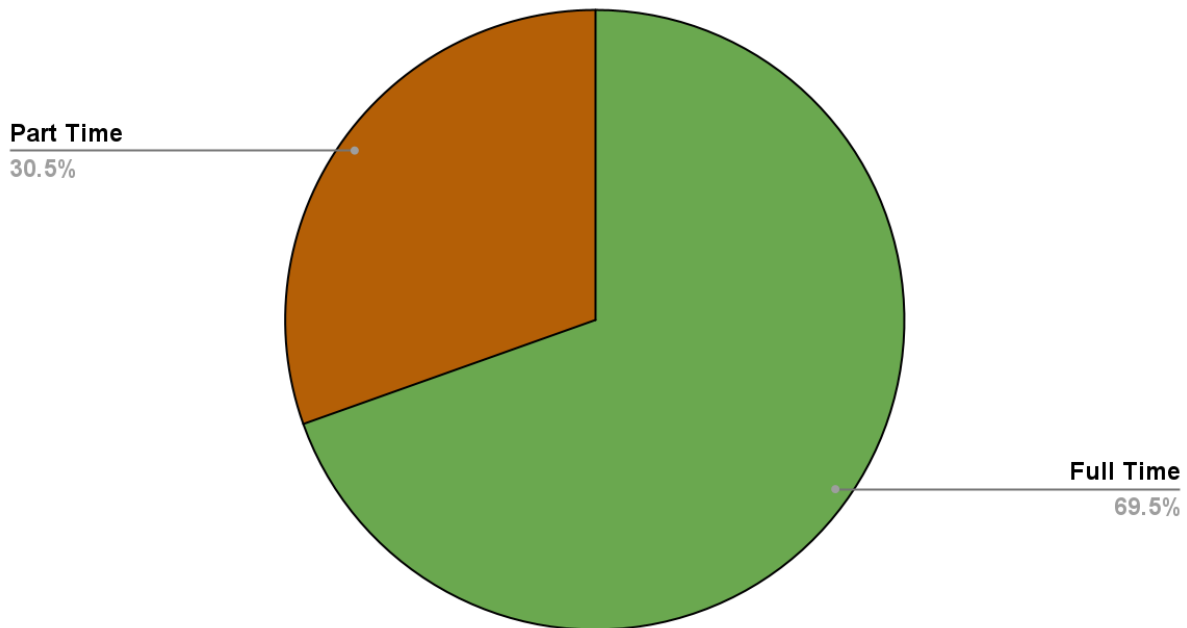
Figure A.8. Full-Time Versus Part-Time Students Fall 2021 (for 1,946 students)

Another area of stability across the years is the ratio of full-time and part-time students at the college. This ratio remains stable at around 70% full-time and 30% part-time. For fall 2021 the California community colleges reported 66% part-time and 26% full-time students. Another 8% were in non-credit programs. The college proportions are almost a mirror reverse of the California values. [https://datamart.cccco.edu/students/Unit_Load_Status.aspx]

Gender fall 2021
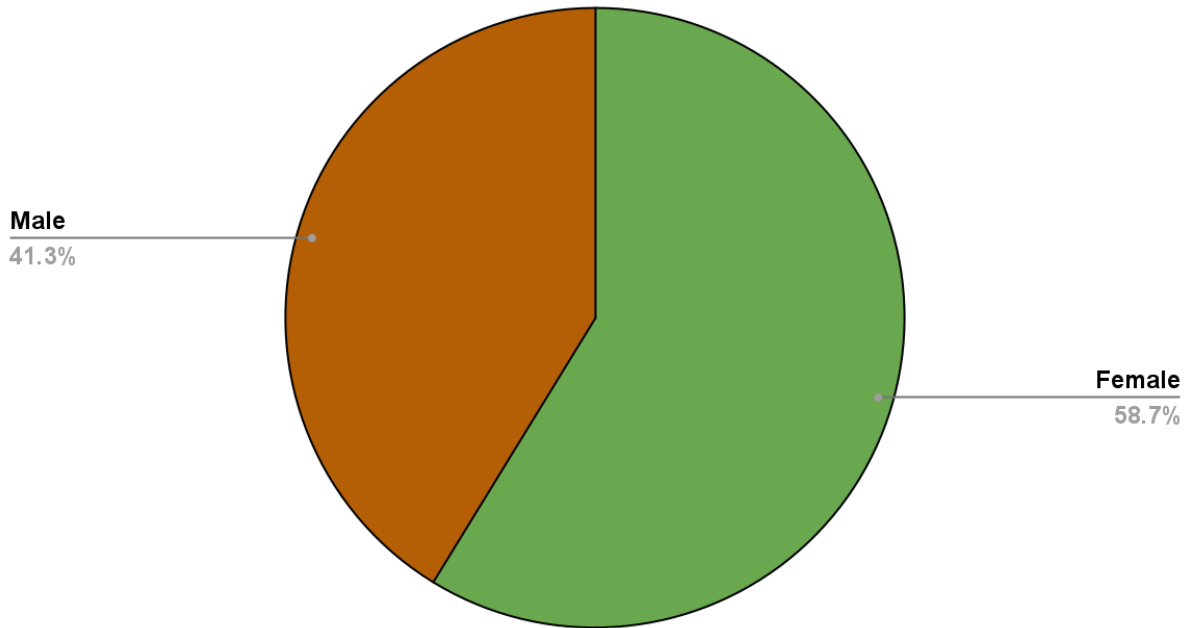
Male
41.3%

Female
58.7%

Figure A.9. Gender Distribution Fall 2021 (for 1,946 Students)

The distribution by gender has remained just under 60% female and just over 40% male at the college over the past seven years. At present the student body is 59% female and 40% male.

Enrollment

Residential, online, and hybrid instruction enrollment systemwide

Face-to-face
20.1%

Online
24.8%

Both
55.1%
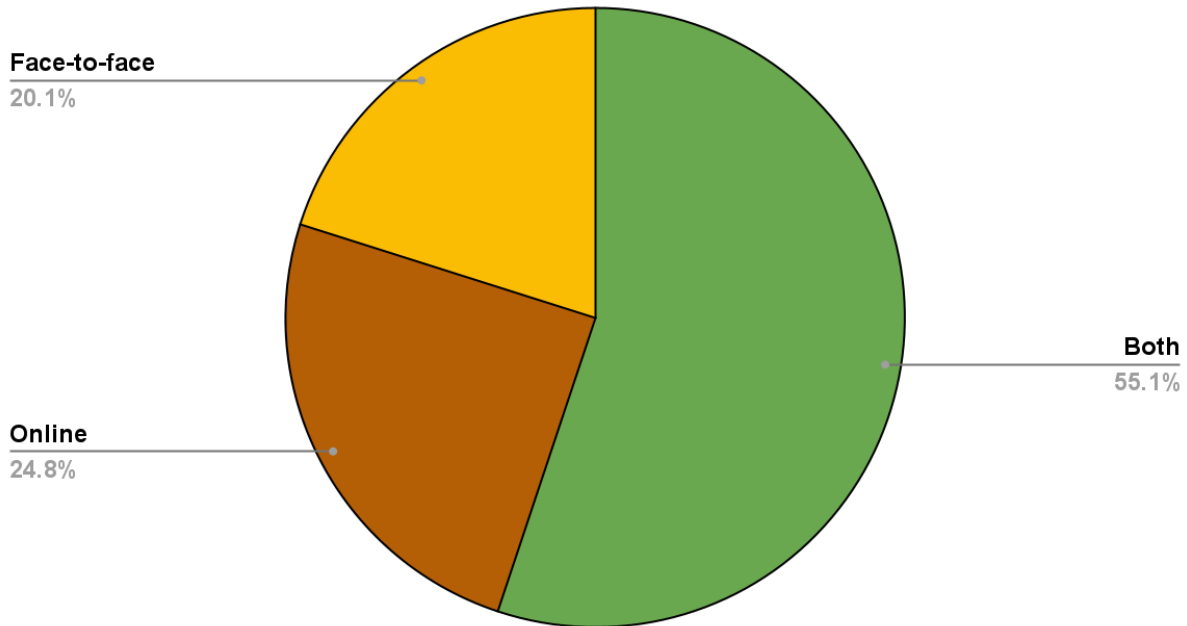
Figure A.10. Type of Instruction Fall 2021 (for 1,946 Students)

In the summer of 2020, the college moved to all online courses due to the global pandemic. During the academic year 2020-21 the college continued to keep courses online with limited exceptions for some science with laboratory courses and technical education courses. Fall 2021 was the first term in which the college offered a mix of fully residential instruction, pure online instruction, and some courses having both online and residential components.

Enrollment by program duration fall 2021

Four year
2.4%
Third year
6.4%

Certificate
30.6%

Two year
60.6%
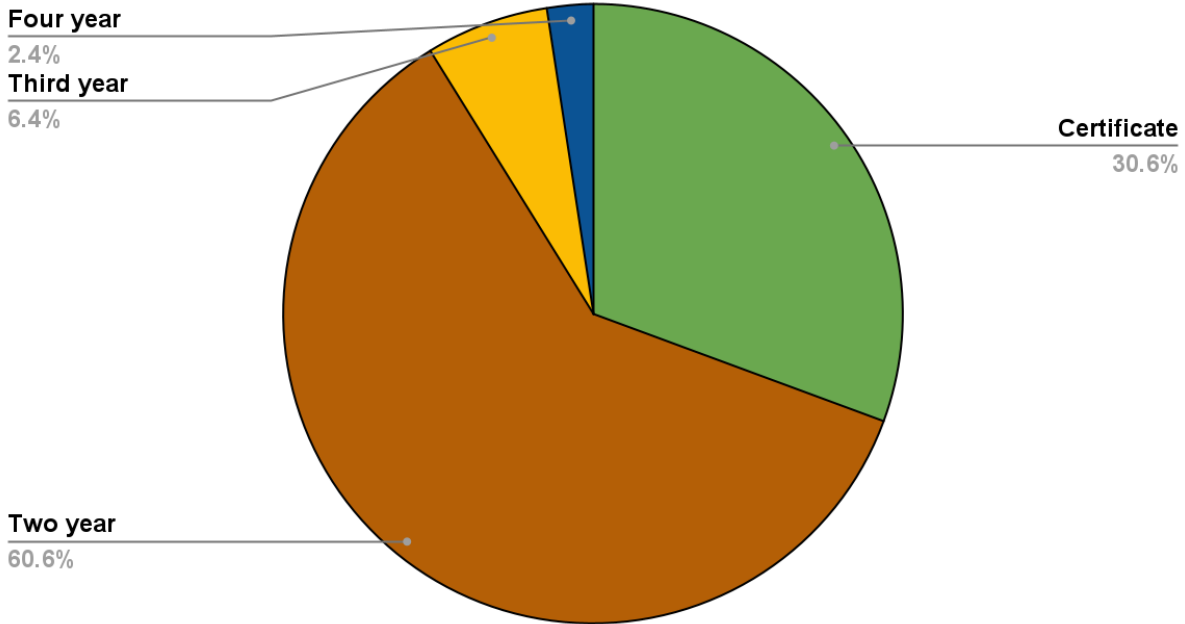
Figure A.11. College-Wide Enrollment by Program Duration Fall 2021 (for 1,946 Students)

Enrollment by program duration is another area where there has been relative stability in the Collegewide enrollment share. The only trend has been a decrease in the share of enrollment in certificate programs and an increase in the share of enrollment in two-year programs. Note that unclassified students are not included in the above chart.

Table A.2. Enrollment by Degree Type

Degree Type	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
AA	658	680	616	545	587	594	677
AAS	95	93	105	90	71	72	65
AS	607	664	664	700	692	709	711
BA	14	20	23	13	13	0	0
BS					13	46	29
Certificate	728	551	537	493	424	352	375
Third-Year Certificate	111	71	71	86	87	77	79
Unclassified	11	13	12	5	17	11	10

The Bachelor of Arts program was in partnership with the University of Guam until Fall 2020.

Enrollment trends by campus
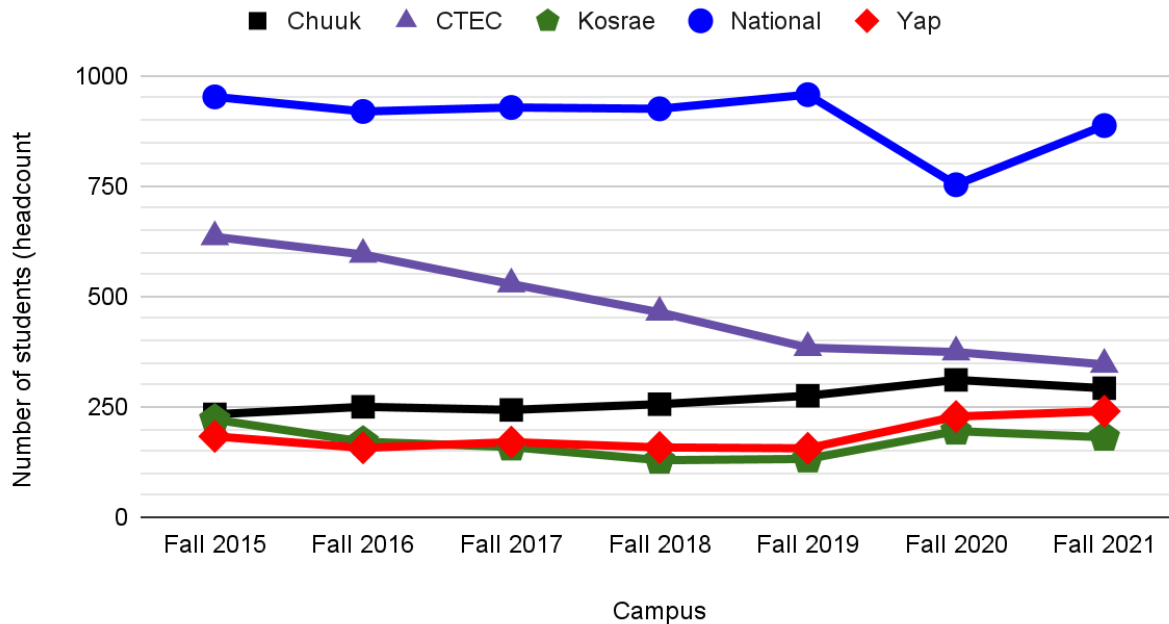
Figure A.12. Enrollment Trends by Campus

In the spring of 2020, the FSM closed borders and inter-island travel via commercial air carrier was not possible. Students at the national campus from other islands were able to return to their home islands during March and April of 2020 by air and boat prior to the states fully closing their borders. With no inter-island air carrier operating in August 2020, the national campus saw a drop in enrollment while the Chuuk, Kosrae, and Yap campuses saw increases in enrollment. Travel by international air carrier between the island states of the FSM was still not possible in the fall of 2021. A domestic air carrier operating a turboprop commuter aircraft provided connectivity between the states by late 2020. This capability contributed to the ability of students to return to the national campus in the fall of 2021.

Full-time versus part-time enrollment

In the fall of 2021, 69.5% of the students were enrolled full-time. The institution set standard for this metric is 70% with a stretch target of 80%.

Full time versus part time enrollment by campus fall 2021
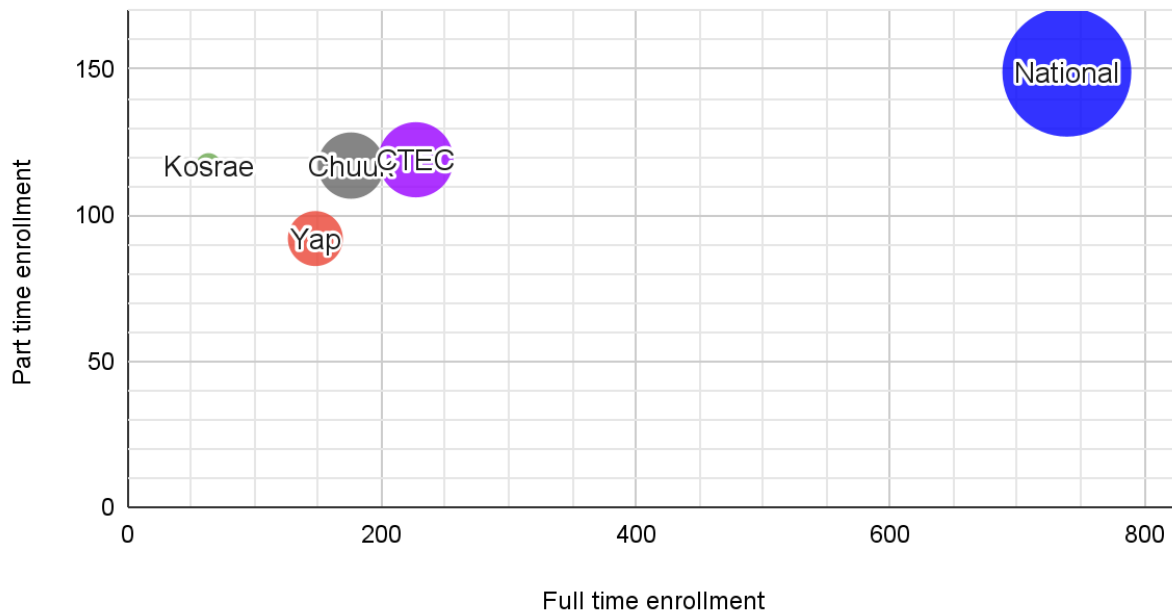
Figure A.13. Full-Time Versus Part-Time Enrollment by Campus Fall: 2021 Size Proportional to Total Enrollment at The Campus

The differences and similarities between the campuses can be seen in the plotting of full-time enrollment to part-time enrollment. The national campus has a high ratio of full-time to part-time students, while the state campuses have lower ratios of full-time to part-time. At the national campus, 83% of the students are full-time. Kosrae, the smallest campus in overall enrollment, is at the other end of the range with only 35% of its students full-time. The state campuses cluster on the chart, an indication of both the similarity in the size of the state campuses relative to the national campus and the relative ratio of part-time to full-time students.

Percent full time students fall terms 2015-21

Full time %   — ISS

Figure showing bars for each year with values:
- 2015: 65%
- 2016: 70%
- 2017: 72%
- 2018: 73%
- 2019: 74%
- 2020: 67%
- 2021: 70%

Y-axis: Percent of full time enrollment systemwide (0% to 80%)
X-axis: Fall term
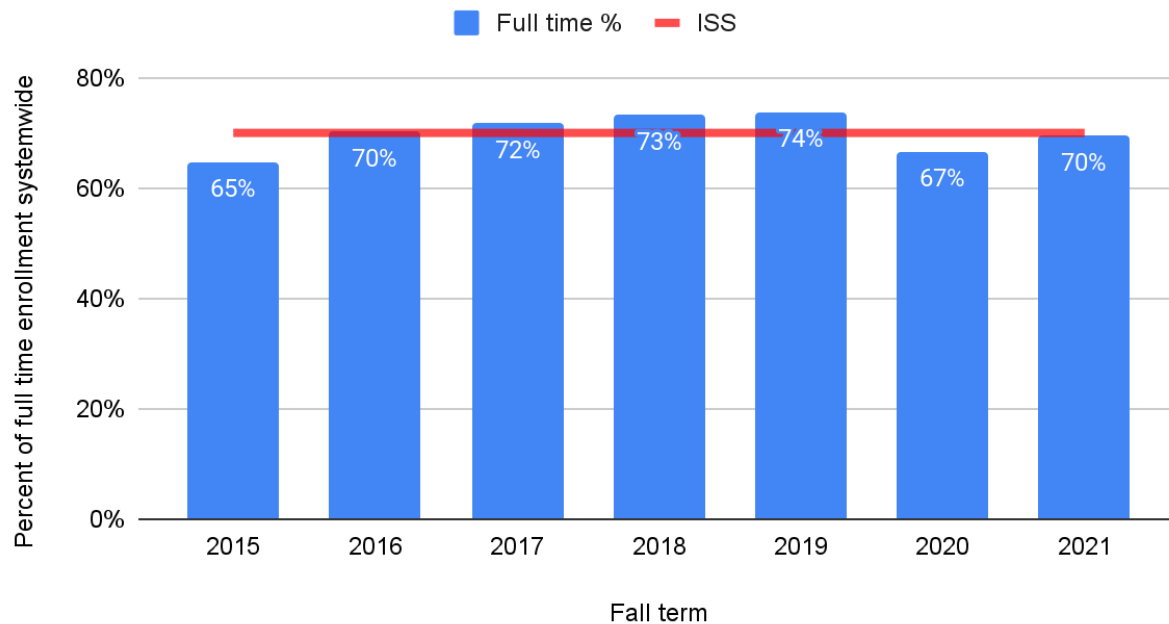
Figure A.14. Collegewide Percent Full-Time Students Fall Terms 2015-21

The institutional set standard for percent of full-time students is set at the collegewide level. The standard was met or exceeded in five of the seven years. Fall 2020 was the first and only fall term when all classes were online with the exception of laboratory science sections and technical courses. For many students fall 2020 was their first term to take online courses, this may have influenced decisions to take lighter loads.

Enrollment for majors with more than 70 students fall 2021

Major	Number of students
Liberal Arts	282
Pre-Teacher Preparation	223
Business Administration	210
Nursing	123
Agriculture and Food Technology	102
Ag. & Nat. Res. Management	101
Micronesian Studies	92
Marine Science	87
Computer Information Systems	85
Health Careers Opportunity Program	80
Hospitality and Tourism Management	70

Number of students in the major
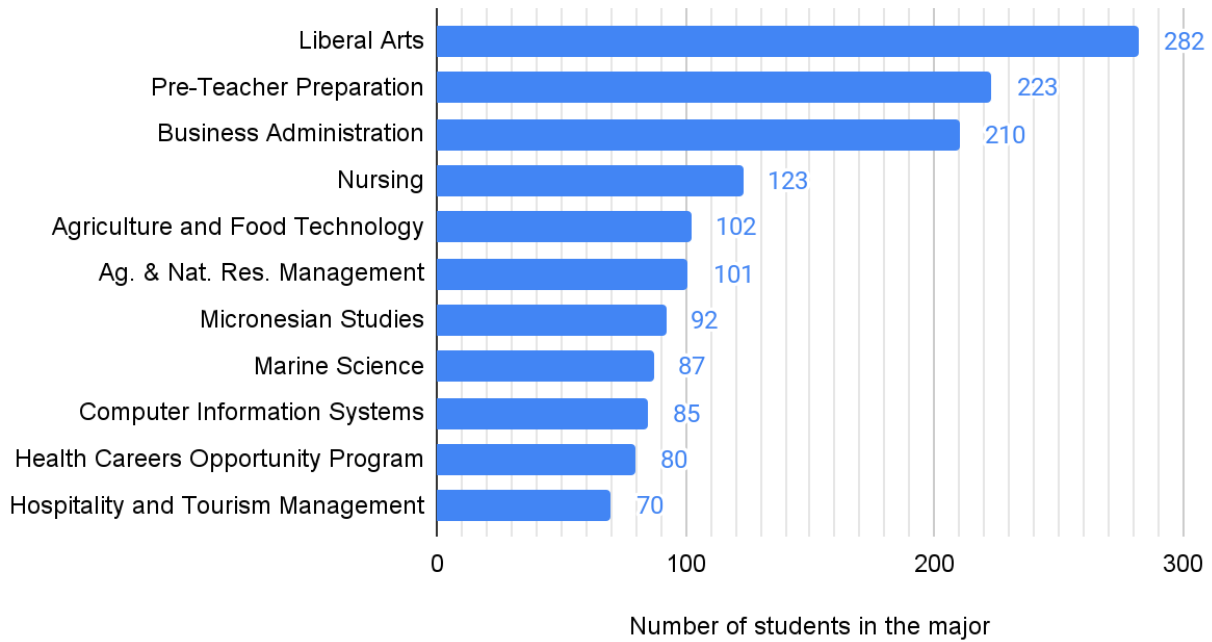
Figure A.15. Enrollment by Major for Programs with 70 or More Students Enrolled Fall 2021

The largest program at the college is the liberal arts program, followed by the two-year pre-teacher preparation and business administration programs. The liberal arts program is seen as a preparatory program for students continuing on in four-year programs at schools abroad. The agriculture and food technology program is a one-year certificate program; on completion, students in that program can continue on into the two-year agriculture and natural resource management program.

Table A.3. Trends in Enrollment by Major for Programs with Students Enrolled Fall 2021

Major	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Ag. & Nat. Res. Management	66	76	73	85	104	83	101
Agriculture and Food Technology	166	104	127	130	114	96	102
Basic Public Health	48	39	40	38	41	33	31
Bookkeeping	153	116	81	78	63	47	48
Building Technology	13	18	21	19	3	5	9
Business Administration	189	208	192	171	152	208	210
Cabinet Making/Furniture Making	26	21	14	15	4	2	3
Career Education: Motor Vehicle Mechanic	22	22	23	18	11	8	16
Carpentry	21	11	12	7	6	4	2

Major	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Computer Information Systems	124	105	100	100	118	101	85
Construction Electricity	51	21	18	9	7	8	29
Electronic Engineering Technology	60	50	69	56	49	46	48
Electronics Technology	44	35	40	40	38	34	22
Elementary Education	14	20	23	13	26	46	29
General Business	11	14	13	19	12	20	19
Health Careers Opportunity Program		129	121	99	95	80	80
Hospitality and Tourism Management	64	71	89	86	79	74	70
Liberal Arts	209	197	160	158	191	210	282
Marine Science	62	66	57	74	82	85	87
Micronesian Studies	112	112	101	102	108	101	92
Nursing			2		1	129	123
Nursing Assistant	76	88	102	90	81	71	69
Pre-Teacher Preparation	239	241	234	186	194	203	223
Public Health	45	33	45	54	45	31	35
Refrigeration and Air Conditioning					8	8	9
Secretarial Science	63	49	29	29	14	10	10
Teacher Preparation - Elementary	76	47	44	59	68	54	60
Telecommunication Technology	2			1	30	33	34
Trial Counselor	19	16	11	15	26	19	8
Unclassified	11	13	5	4	17	11	10

Among the technical education programs offered by the college, programs in electronics and telecommunications have the largest enrollments.

Campus Sites

Chuuk Campus	FSM Fisheries and Maritime Institute	Kosrae Campus	National Campus	Career & Technical Education Center	Yap Campus
• PO Box 879 Weno, Chuuk FM 96942 • Serving approximately 293 students.	• PO Box 1056 Colonia, Yap FM 96943 • Serving approximately 50 students (capacity is 60) specializing in fisheries, engineering, and navigation.	• PO Box 37 Tofol, Kosrae FM 96944 • Serving approximately 181 students.	• PO Box 159 Kolonia, Pohnpei FM 96941 • Hoursing central administration and serving approximately 888 students from across the nation.	• PO Box 614 Kolonia, Pohnpei FM 96941 • Serving approximately 346 students.	• PO Box 286 Colonia, Yap FM 96943 • Serving approximately 240 students.

Figure A.17. Six Campuses of College of Micronesia-FSM Located across Four Island Nations

Specialized or Programmatic Accreditation

No programs at the college have specialized or programmatic accreditation.

B. Presentation of Student Achievement Data and Institution-set Standards

Course completion rates

The college has an institutional set standard (ISS) for course completion rates of 70% with a stretch target of 80%.

Course completion rate, ISS, and stretch target
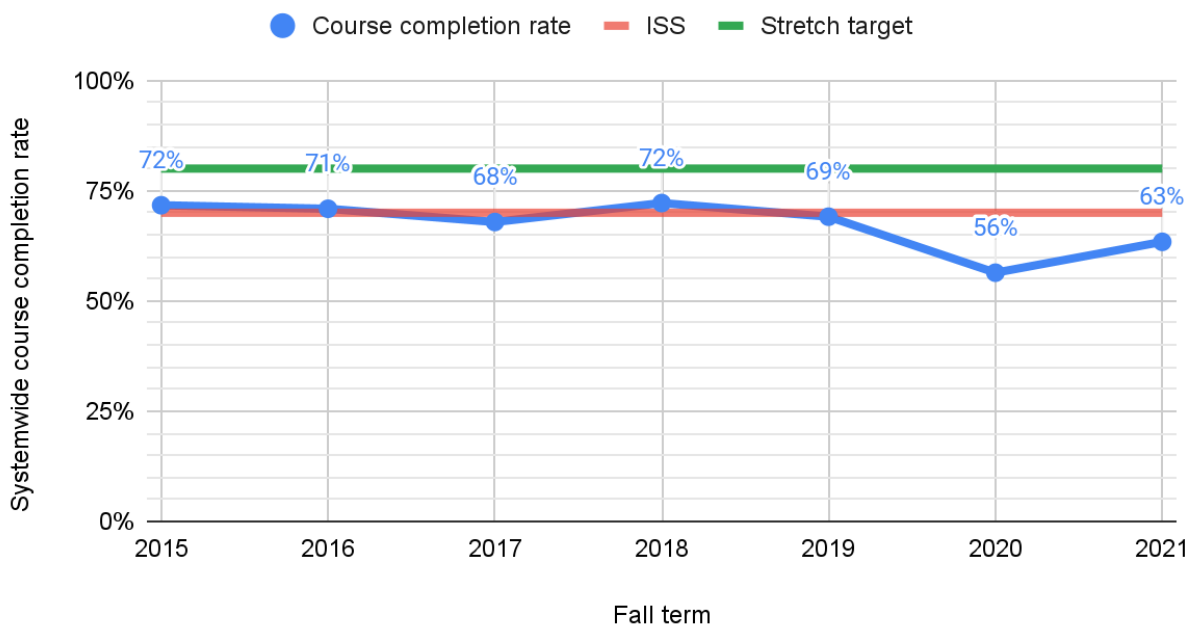
Figure B.1. Course Completion Rates Collegewide, ISS, and Stretch Target for Fall Terms

Up through fall 2019 course completion rates remained in line with the institutional set standard of 70%. In the fall of 2020 classes moved online with a few exceptions such as science laboratories and technical education courses. Course completion rates for fall 2020 fell to 56.4%. With a return to a mix of online, face-to-face, and courses that combined online with face-to-face instruction, course completion rates recovered to 63.4%.

Table B.1. Course Completion Rates for Fall and Spring Terms

Academic year	Fall term	Spring term
2015	72%	69%
2016	71%	67%
2017	68%	67%
2018	72%	67%
2019	69%	74%

Academic year	Fall term	Spring term
2020	56%	56%
2021	63%	

Course completion rates in the spring terms are generally slightly below the fall term course completion rates. Spring 2021 classes remained online, and the course completion rate dropped to 55.5%, statistically identical to the fall course completion rate.

The college has three levels at which students may enter the college – certificate, Achieving College Excellence (ACE,) and degree. ACE is a series of courses focused on developing English and math skills, establishing links to college level courses, and providing first year experience seminars for the students. ACE consists of two levels of English courses and two levels of math courses, ACE1 and ACE2.

Students who place above the ACE level may still be required to take specific developmental courses which can include ESL 089 Reading V, ESL 099 Writing V, MS 095 Pre-algebra, MS 096 Elementary Algebra, and MS 099 Intermediate Algebra.

Course completion in ACE1, ACE2 and DevEd courses
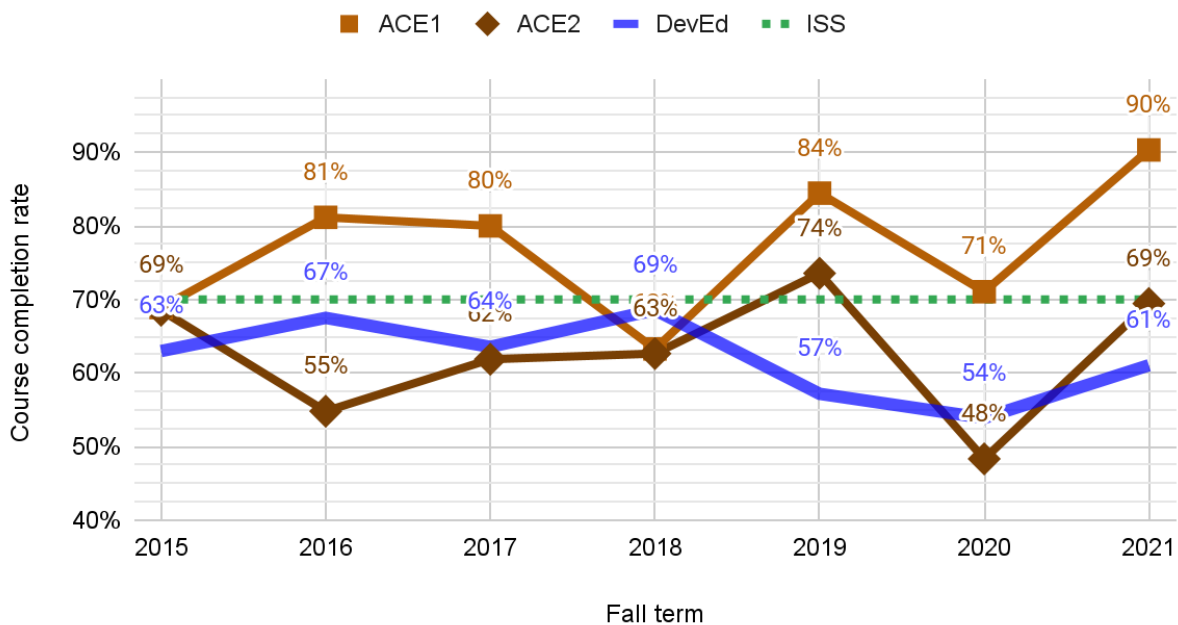
Figure B.2. Course Completion Rates in ACE and Developmental Courses (Vertical Axis Does Not Start at Zero)

Course completion rates in ACE1 have met or exceeded institutional set standards. Course completion rates in ACE2 have generally fallen below institutional set standards. Course completion rates in developmental courses have also fallen below institutional set standards. The California community colleges Datamart reports a statewide success rate of 64.23% in non-distance education

basic skills courses for fall 2021. For the ACE and Developmental Education (DevEd) courses at the college there is a 63.4% course completion rate over the seven fall terms. [https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx]

Persistence

Fall to spring persistence rate, ISS and Stretch target
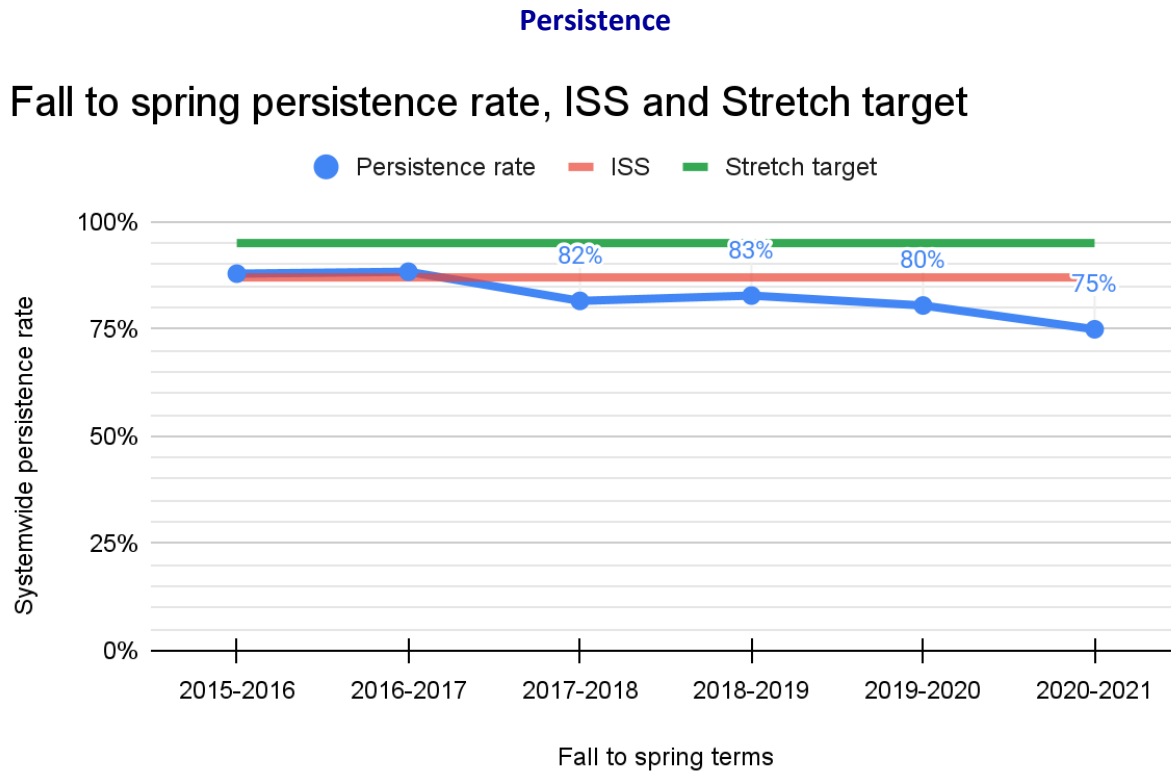
Figure B.3. Fall to Spring Collegewide Persistence Rate Including ISS and Stretch Target

Fall to spring persistence rates for new full-time students have dropped below the institutional set standard as measured Collegewide. Note that the fall 2020 to spring 2021 persistence is for courses that were almost all online courses. Only laboratory science courses were permitted to hold residential laboratory sections. Technical courses were also permitted to meet face-to-face. The decrease in course completion rates for the fall term 2020 contributed to the drop in persistence.

Fall to fall persistence rate, ISS and Stretch target
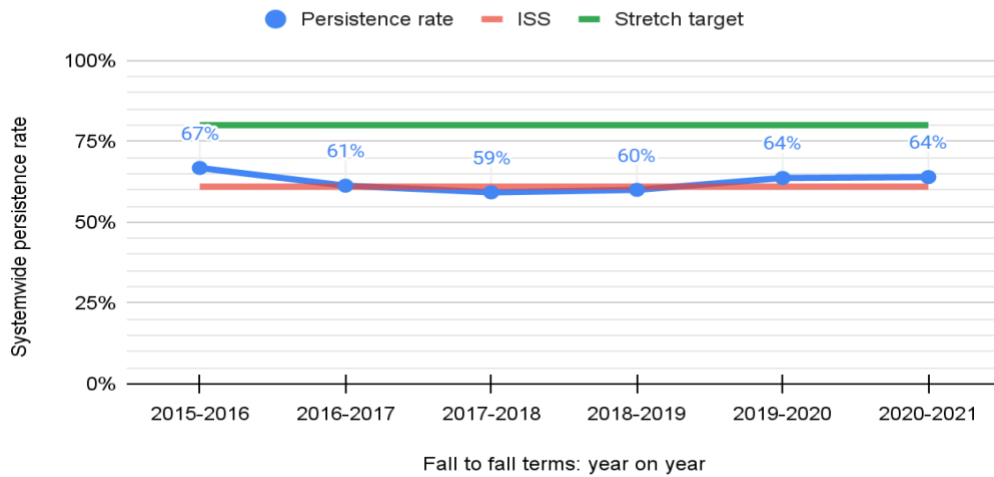
Figure B.4. Fall to Fall Collegewide Persistence Rate Including ISS and Stretch Target

Fall to fall persistence rates for new full-time students have trended close to the institutional set standard. Persistence from fall to fall remains stable near 62%, just above the 61% ISS.

Graduation rates

Table B.2. Graduation Rates for Full-Time First-Time Two-Year Degree Programs by Cohort at 100%, 150% and 200% Program Duration

Start term	Two years	Three years	Four years
Fall15 FTFT	8%	19%	27%
Fall16 FTFT	7%	20%	28%
Fall17 FTFT	12%	24%	28%
Fall18 FTFT	12%	19%	
Fall19FTFT	10%		
ISS	6%	16%	25%

The college has institutional set standards for graduation at 6%, 16% and 25% for graduation in two, three, and four years respectively. The stretch goals are 12%, 29%, and 35%. The college has exceeded institutional set standards for two-year, three-year, and four-year graduation rates for two-year programs. Two-year institutions in the United States are reported as having a 36% graduation rate at 150% (three years) based on data from the National Center for Education statistics. [https://nces.ed.gov/ipeds/SummaryTables/report/801?templateId=8010&year=2020&expand_by=0&tt=aggregate&instType=1 accessed on 3/20/2022] Pacific Island institutions have graduation rates of 2%, 8%, and 18% (2011 cohort) according IPEDS data as reported by the college institutional set standards document.

COM-FSM versus small colleges CCSSE 2020 support items
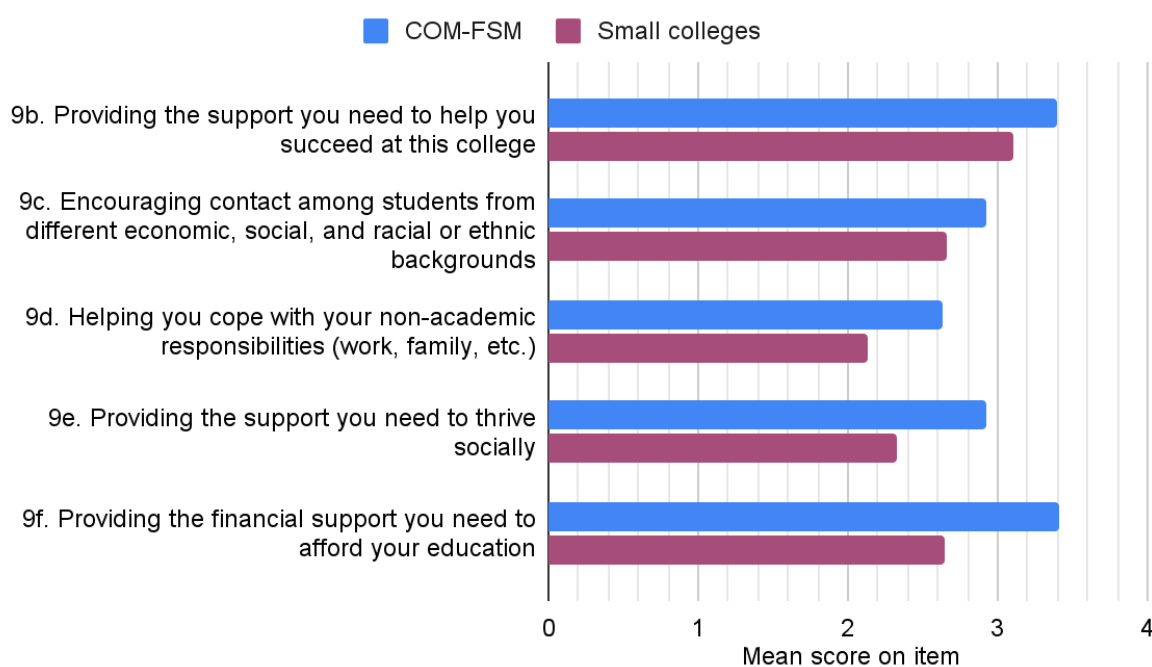
Figure B.5. Support for Learners from Community College Survey of Student Engagement (CCSSE) (2020 Administration)

The students at the college feel well supported in their academic endeavors with the college performing above other small college peers for student support items on the Community College Survey of Student Engagement. For COM-FSM students, the college is not a box to be checked off on their way to their career, but rather a destination. On a small island, college is a place to go that is always there; many students do not feel pressure to graduate as quickly as possible. The students are capable and well supported. The low graduation rates and standards reflect the unique nature of COM-FSM and its environment.

Table B.3. Graduation Rates (GR) at 150% Duration for Programs with 10 or More Students in the Fall 2018 Cohort, the Most Recent Cohort with 150% Data

Columns are the number of students in the program, the number of students graduated by 150%, and percent graduated. Sorted in descending order of graduation rates. FTFT denotes "full time first time" students.

Major	Fall18 FTFT	GR150	%GR150
Health Careers Opportunity Program	13	5	38%
Marine Science	16	5	31%
Agriculture and Food Technology	51	14	27%

Major	Fall18 FTFT	GR150	%GR150
Bookkeeping	23	6	26%
Micronesian Studies	16	4	25%
Pre-Teacher Preparation	14	3	21%
Liberal Arts	34	7	21%
Electronic Engineering Technology	25	5	20%
Computer Information Systems	10	2	20%
Business Administration	35	6	17%
Basic Public Health	11	1	9%
Nursing Assistant	32	2	6%
Ag. & Nat. Res. Management	12	0	0%

For programs with ten or more students, graduation rates vary from 0% to 38% in the fall 2018 first-time full-time cohort at 150% of program length. The above table includes one-year certificate programs and two-year associate degree programs. Of the above programs, two have exceeded the stretch goal of 29%, eight have exceeded the institutional set standard of 16%, and three have not met the institutional set standard.

Table B.4. Graduation Rates at 150% for Programs with 9 or Fewer Students in the Fall 2018 Cohort, the Most Recent Cohort with 150% Data.

Columns represent the number of students in the program, the number of students graduated by 150%, and percent graduated. Sorted in alphabetical order by program.

Major	Fall18FTFT	GR150	%GR150
Building Technology	1	0	0%
Cabinet Making/Furniture Making	5	0	0%
Career Education: Motor Vehicle Mechanic	8	3	38%
Carpentry	4	2	50%
Construction Electricity	4	2	50%
Electronics Technology	9	1	11%
Hospitality and Tourism Management	6	0	0%
Nursing (PN)	5	0	0%
Nursing-RN	8	0	0%
Public Health	5	0	0%

Major	Fall18FTFT	GR150	%GR150
Refrigerator and Air Conditioning	1	0	0%
Secretarial Science	7	0	0%
Telecommunication Technology	1	0	0%
Telecommunications	3	0	0%
Unclassified	1	0	0%

C. Organization of the Self-Evaluation Process

Standard Team Chairs
- Assign lead authors for the Standard(s)
- Work with ALO to set a timeline for the Self Evaluation Process
- Meet all established deadlines without necessity of reminders
- Be responsible for organization of electronic evidence to support assertions
- Be responsible for ensuring integrity of facts and evidence
- Be responsible for preparing accurate, honest, and evidence-supported responses
- Be responsible for editing the assigned Standard for unity of voice, adherence to report writing rules, and functional electronic links
- Be responsible for organizing Standard Writing Team discussions and working meetings to review, validate, and scrutinize text and evidence presented in text
- In conjunction with the Standard Writing Team, develop Actionable Improvement Plans that are genuinely focused on improvement.

Writing Team Members: Administration & Unit Staff
- Assist team chair(s) with the written responses to the Standard(s) assigned
- Scrutinize written text for honesty and factual details to ensure integrity
- Be responsible for ensuring accurate, honest, and evidence-supported responses
- Scrutinize evidence used, identify key evidence that might be missing, and ensure electronic evidence links work
- Identify editing issues for correction
- Assist with the development of necessary, effective AIPs (Actionable Improvement Plans)
- Attend all meetings

Writing Teams: Committee Members (Validation Groups)
- Identify a faculty member who is willing to serve as a co-chair (this individual will share responsibilities of the chair)
- Scrutinize written text for honesty and factual details to ensure integrity
- Scrutinize evidence used, identify key evidence that might be missing, and ensure electronic evidence links work
- Be responsible for ensuring accurate, honest, and evidence-supported responses
- Identify editing issues for correction
- Assist with the development of necessary, effective AIPs (Actionable Improvement Plans)
- Attend all meetings conducted during professional development/workshop days
- Dedicate some regularly scheduled meeting times towards critically analyzing assigned Standard response and provide chair constructive feedback

Organization

ALO, Overall Chair	Jennifer Helieisar, ALO

Standard I.A, I.B, I.C	
Co-Chairs:	Shaun Suliol, Acting Vice President for Institutional Effectiveness and Quality Assurance; Karen Simion, Interim President
Writing Team:	Christopher Gilimete, National Campus Francis Alex, National Campus Juan Paulo Santos, National Campus Maridell Edwin, National Campus
Validation Group	Executive Committee (EC); Focus groups

Standard II.A	
Chair:	Maria Dison, Dean of Academic Programs
Writing Team:	Genevy Samuel, Chuuk Campus Jean Ranahan, CTEC Campus Kasiano Paul, National Campus Lynn Sipenuk, Chuuk Campus Rhoda Velasquez, Kosrae Campus Sharon Oviedo, Kosrae Campus Susan Moses, National Campus
Validation Group:	Curriculum Committee (CC); Student Success Committee

Standard II.B	
Chair:	Jennifer Helieisar, Director Learning Resources Center
Writing Team:	Juvelina Recana, Librarian, National Campus Karleen Samuel, MITC Coordinator, National Campus Kersweet Eria, Librarian, Chuuk Campus Lucy Oducado, Librarian, National Campus Rihter Hellan, Library Technician, CTEC Campus Susan Guarin, Librarian, Yap Campus
Validation Group:	Librarians

Standard II.C	
Chair:	Joey Oducado, Vice President for Enrollment Management and Student Services
Writing Team:	Arthur Jonas, Kosrae Campus Benina Ilon, National Campus Chelsea Rion, National Campus Cindy Edwin, CTEC Campus Doman Daoas, National Campus Faustino Yarofaisug, National Campus

	Loatis Seneres, National Campus
	Marlou Gorospe, National Campus
	Penselyn Etse Sam, National Campus
	Tandy Marar, Chuuk Campus
	Tetaake Yeeting, National Campus
	Wilson Bisalen, Chuuk Campus
Validation Groups:	Recruitment and Admissions Committee
	Student Success Committee

Standard III.A	
Chair:	Rencelly Nelson, Director of Human Resources
Writing Team:	Laura Fujimoto, National Campus
	Patricia Paul, National Campus
Validation Group:	Human Resources Committee (HRC)

Standard III.B	
Chair:	Francisco Mendiola, Director of Maintenance and Security
Writing Team:	Amerihter Thoses, National Campus
	Benjamin Akkin, Chuuk Campus
	Bruce Robert, National Campus
	Bruno Barnabas, CTEC Campus
	Julie Wathaan, Yap Campus
	Marlou Gorospe, National Campus
	Maver Jonathan, Kosrae Campus
	Reynaldo Garcia, National Campus
	Teodoro Bueno, Kosrae Campus
	Terry Marcus, National Campus
	Valerio Ken, FMI Campus
Validation Group:	Facilities and Campus Environment Committee (FCE)

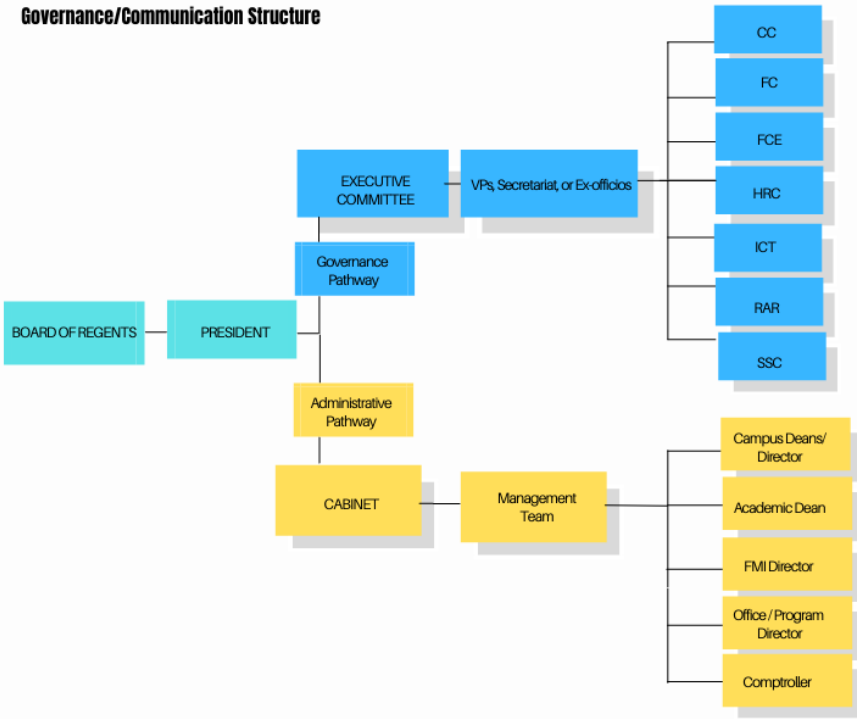| **Standard III.C**	
Chair:	Shaun Suliol, Director of Information Technology
Writing Team:	Christopher Gilimete, National Campus
	Francis Alex, National Campus
	Juan Paulo Santos, National Campus
	Maridell Edwin, National Campus
Validation Group:	Information Communications Technology Committee (ICT)

Standard III.D	
Chair:	Roselle Togonon, Comptroller
Writing Team:	Cirilo Recana, CTEC Campus
	Clotilda Dugwen, FMI Campus
	Elizabeth Layug, National Campus
	Leyolany Anson, CTEC Campus
	Marie Pitiol, Chuuk Campus
	Ritchie Valencia, National Campus
	Rominger Maddegodagedara, National Campus
	Rosemary Manna, Yap Campus
Validation Group:	Finance Committee (FC)

Standard IV.A – IV.C	
Chair:	Grilly Jack, Dean of Career and Technical Education Center (CTEC)
Writing Team:	Joseph Habuchmai, Vice President of Administrative Services
	Kind Kanto, Dean of Chuuk Campus
	Lourdes Roboman, Dean of Yap Campus
	Nena Mike, Dean of Kosrae Campus
	Norma Edwin, Executive Assistant to the President
Validation Group:	Executive Committee (EC) (IV.A)
	Chuuk Campus Management Team (IV.B)
	Board of Regents; CTEC Campus Management Team (IV.C)

COM-FSM Self Evaluation Timeline
(https://www.dropbox.com/s/z28m9n88eajn0vf/2023%20ISER%20TIMELINE.pdf?dl=0)

D. Organizational Information

Following are organizational charts for the governance/communication structure, cabinet and president's office, departments under each of the four vice presidents, state campuses, and the Fisheries and Maritime Institute.

Governance/Communication Structure

BOARD OF REGENTS — **PRESIDENT**

EXECUTIVE COMMITTEE — **VPs, Secretariat, or Ex-officios**

Governance Pathway

Administrative Pathway

CABINET — **Management Team**

Committees:
- CC
- FC
- FCE
- HRC
- ICT
- RAR
- SSC

Management Team members:
- Campus Deans/Director
- Academic Dean
- FMI Director
- Office/Program Director
- Comptroller

The Governance Structure at the College of Micronesia-FSM allows for the college community to contribute to decision-making.

Faculty and staff communicate their input toward decisions through any of the standing committees for which they are members. The standing committees include the Curriculum Committee (CC), Facilities and Campus Environment Committee (FCE), Finance Committee (FC), Human Resources Committee (HRC), Information, Communications and Technology Committee (ICT), Recruitment, Admissions and Retention Committee (RAR), and Student Success Committee (SSC). Members of the Executive Committee include the college president, Faculty Staff Senate president, Student Body Association president, M-Team chair, and the college vice presidents. All middle management form the Management Team (MT) to promote interoffice communication. The chair of this group also sits on the Executive Committee. Members of the MT include the campus deans of Kosrae, Pohnpei, Chuuk and Yap state campuses, dean of academic programs, directors of Fisheries and Maritime Institute, financial aid, human resources, Learning Resources Center, admissions, records and retention, information technology, facilities and maintenance, counseling, student life, institutional research & planning, comptroller, and cooperative research & extension. Communications from the M-Team are sent to the President through the Cabinet.

Cabinet and President's Office
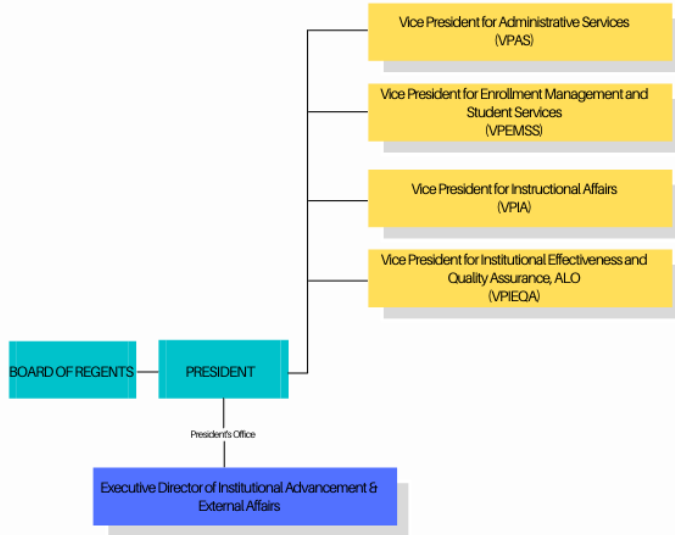
Vice President for Administrative Services
(VPAS)

Vice President for Enrollment Management and
Student Services
(VPEMSS)

Vice President for Instructional Affairs
(VPIA)

Vice President for Institutional Effectiveness and
Quality Assurance, ALO
(VPIEQA)

BOARD OF REGENTS — PRESIDENT

President's Office

Executive Director of Institutional Advancement &
External Affairs

Department for Administrative Services

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                    ┌─────────────────────────────────────┐
                    │ Vice President for Administrative    │
                    │ Services                             │
                    │ (VPAS)                               │
                    └─────────────────────────────────────┘
                                     │
        ┌────────────────────────────┼────────────────────────────┐
┌──────────────────┐     ┌──────────────────┐        ┌──────────────────────┐
│ Director of Human│     │ Comptroller      │        │ Director of Maintenance│
│ Resources        │     │                  │        │                      │
└──────────────────┘     └──────────────────┘        └──────────────────────┘
        │                         │
┌──────────────────┐     ┌────────┼────────────────────┐
│ Human Resources  │  ┌──────────────┐ ┌──────────┐ ┌──────────┐
│ Office (HRO)     │  │ Business Office│ │ Bookstore│ │ Dining Hall│
└──────────────────┘  └──────────────┘ └──────────┘ └──────────┘
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Department for Instructional Affairs

Vice President for Instructional Affairs
(VPIA)

Dean of
Academic Programs

Instructional Coordinator
National

Director CRE

Director of LRC

Dean of
Chuuk Campus

Dean of
Kosrae Campus

Dean of
Yap Campus

Dean of
FMI Campus

Dean of Career and Techincal Education Center
(CTEC)

Instructional Coordinator
Chuuk

Director
ISLET

Instructional Coordinator
Kosrae

Instructional Coordinator
Yap

Instructional Coordinator
FMI

Instructional Coordinator
CTEC

Department for Enrollment Management and Student Services

Vice President for Enrollment Management and Student Services (VPEMSS)

- Security
  - Director of Financial Aid Office
    - FAO
  - Lead Counselor
    - Counselors
  - Director of Student Life
    - Residence Halls
    - Sports and Recreation Coordinator
    - Health Services
    - Student Body Association
  - Director Office of Admission, Records, and Retention
    - OARR
      Office of Admission, Records, and Retention
  - Director Center for Entrepreneurship

Department for Institutional Effectiveness and Quality Assurance

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          ┌─────────────────────────────────────────┐
          │ Vice President for Institutional         │
          │ Effectiveness and                        │
          │ Quality Assurance, ALO                   │
          │ (VPIEQA)                                 │
          └─────────────────────────────────────────┘
                 │                        │
    ┌────────────────────────┐   ┌────────────────────────┐
    │ Director Information   │   │ Office of Institutional│
    │ Technology Office      │   │ Effectiveness          │
    │ (ITO)                  │   │ (OIE)                  │
    └────────────────────────┘   └────────────────────────┘
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Organizational Structure: Chuuk, CTEC, Kosrae, and Yap Campuses

PRESIDENT

Vice President for Instructional Affairs (VPIA)

Campus Dean

Instructional Coordinator / Vocational Coordinator
- LRC Staff
- Media Instructional Techonlogy Center Staff (MITC)
- Faculty

Student Services Coordinator
- Student Services Staff

Maintenance & Security Services

Director of Sponsored Programs

Business Office Services

HR Services

Cooperative Research & Extension Coordinator (CRE)

Organizational Structure: FMI Campus

PRESIDENT	Vice President for Instructional Affairs (VPIA)

Dean of FMI Campus

- HR Services
- Business Office Services
- Maintenanace & Security
- Student Services Coordinator / IC
  - Student Services Staff
  - LRC Staff
  - Faculty
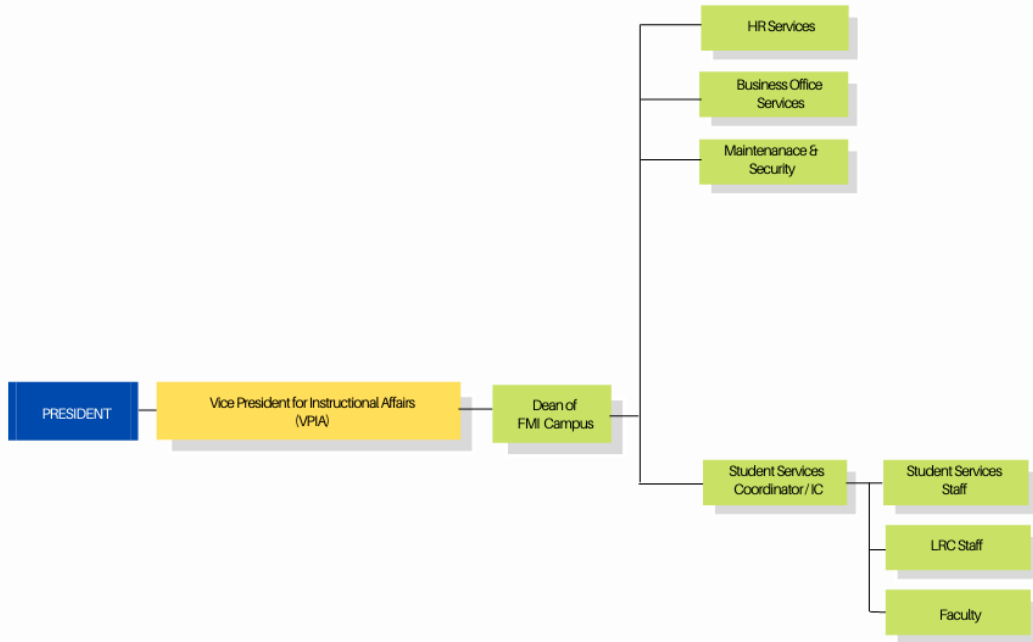
E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The College of Micronesia-FSM was authorized in 1992, to operate as a post-secondary educational institution and to award degrees by authority of the government of the Federated States of Micronesia (FSM) as evidenced by FSM Public Law No. 7-79 (pp.3-5) and Board Policy (BP) No. 1001. COM-FSM is the national institution of higher education for FSM and does not operate outside of FSM.

> *Section 4. Purposes. It is the intent of this act to establish a post-secondary educational entity to be located within the Federated States of Micronesia to serve the varied post-secondary and adult educational needs of the Nation* (p.3).

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

COM-FSM is operational, with students actively pursuing its degree programs. Program data sheets (PDS) are available for each program and show enrollment trends by semester for each course and each campus. From the homepage: Public Reports → College Data → Program Data Sheets.

The current class schedule of classes, listed as Available Sections, is accessible through the myShark portal and also by the public from the homepage. MyShark is found under the "Quick Access" drop down menu and requires one to login. The public listing is accessed from: Academics (dropdown menu)→ Available Sections.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Page 20 of the COM-FSM General Catalog 2021-2022 provides a complete listing of all programs offered by the college. There are 32 total programs, of which one leads to a baccalaureate degree, 14 lead to an associate degree, and 17 lead to a certificate, and three are non-credit certificates offered through the FSM Fisheries and Maritime Institute. These programs are listed in the online General Catalog, which is updated annually. The most current version, *General Catalog 2021-2022*, provides a list of degrees and certificates, course credit requirements, length of study for each degree and certificate program, designation of college level courses (p.20), requirements for each degree offered (pp. 37-39), general education courses and requirements for each degree offered (pp.36-87), course descriptions (pp. 88-118) and program learning outcomes. As noted in ER 2, PDS are available to the public and are provided for each institutional program (degree and certificate). Each PDS includes enrollment, course enrollment

ratio, enrollment trends by campus, course completion rates, student persistence and retention rates and graduation rates.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Joseph M. Daisy, President and CEO was appointed by the Board of Regents on February 1, 2012, per BP 1210 (item 8) and BP 1211, and resigned the position on January 31, 2020. The Board then appointed Karen Simion as the interim president on May 5, 2020. The president has full-time responsibility to the institution and possesses the requisite authority to administer board policies as per BP 1220. The president serves as an ex-officio, nonvoting, official advisor, and executive agent to the board as per BP 1220 and the Enabling Law, Section 6: Board of Regents established; Membership, 1c, p6. A certification of the president's full-time responsibility to the institution is signed by the chief executive officer and governing board. The search for a president is ongoing with the current job announcement closing May 31, 2022. The Board of Regents have established a timeline of hiring by end of December 2022.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

COM-FSM ensures an annual, certified, independent audit is conducted and that the results and management letters are shared with stakeholders, ACCJC, and posted publicly on the college website. Hard copies are distributed to the FSM National Government, College Library, FSM Public Library, College President and Board of Regents. Audits are accessed from the homepage through the "Our College", Administrative Services, Comptroller and Financial Services.

Financial aid program review and audits are included as part of these annual, certified, independent audits and thus also publicly available. COM-FSM students do not avail themselves of federal student loans under the federal aid program. Based on a provision of the Title IV of the Higher Education Act, the students from the freely associated states, like Federated States of Micronesia, Republic of the Marshall Islands and Palau are not eligible for the student loan programs. Thus, there is no default rate to report.

Past, current, and proposed budget documents are made available to the public on the college website from "Our College" dropdown menu, Administrative Services, Budget.

F. Certification of Continued Institutional Compliance with Commission Policies

College of Micronesia-FSM certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and Correspondence Education; Representation of Accredited Status; Student

and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment
Regulation citation: 602.23(b).

The College of Micronesia-FSM placed a [press release](#) in the Kaselehlie Press and informed the Board of Regents at the [December 2021 Board meeting](#). COM-FSM also posted to the college newsfeed and social media platforms inviting third-party comments. The link to the [Third Party Comment Form](#) is available on the college homepage. See Standard I.C.12 for more details on meeting Commission Policies.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

COM-FSM has defined [Institution Set Standards](#) (ISS) for student achievement performance across the institution that include the ISS target, stretch target, and current performance for ISS. Institutional Set Standards and mission fulfillment indicators are available for the baccalaureate degree, associate degrees, certificates, and job placement rates and licensure pass rates. Evaluation of ISS and mission fulfillment indicators are shared with the [college community and Board of Regents.](#) Two examples of improvements made as a result of evaluating ISS performance are [Chuuk Campus plan](#) (p.3) to improve Student/Faculty engagement score on CCSSE, and recruitment of high school students to start the summer immediately after graduation. A study conducted with McREL titled, "*[Using High School Data to Explore Early College Success on Pohnpei, Federated States of Micronesia](#)*" shows that high school seniors who start college during the summer after graduation tend to be more successful. Additional details are found in Std. I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

COM-FSM has policies on [credit hour](#) and [program length](#) following practices in higher education. (II.A.5, II.A.9). The college does not offer courses based on clock hours. [Tuition](#) and Fees are described on page 33 of the General Catalog and students may access information on the college webpages as detailed in Standard I.C.6. [Catalog](#) pages 35 – 87 provide information on number of credits required for degrees and certificates.

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Students and the public have access to the college's BP4208 *[Transfer Students and Transfer Credit](#)* through the college website. Additionally, the policy is articulated in the [college's General Catalog 2021-2022](#) on p. 122 under the section titled *Acceptance of Transfer Credits*. Information is also provided to students on the *[Admissions](#)* area of the Student Services dropdown menu on the college website under the section titled *Transfer Students*. Additionally, the *[Student Guide 2021](#)*, also accessible from the Student Services area of the website, provides transfer policy to students under the section titled Transfer Students (p. 3). See also Standard II.A.10 and [BP 3104 Prior Learning Assessment](#).

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Board Policy 3400 Distance Education defines distance education and identifies responsibilities for classifying courses and programs for distance education. The Director of Institute for Student Learning and Excellence in Teaching (ISLET) identifies specific procedures for certifying a course delivered through distance education. BP 3400 describes the responsibility of Director of ISLET and a distance education planning group to consistently apply policies and procedures in delivery of distance education courses. The policy outlines student integrity and authentication processes. Further details on student verification and authentication are found in Std. I.C.8. Details of technology infrastructure are found in Standard III.C.1.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

BP 4903 *Student Complaint Policy* is provided to the public through the college's website, and *Grievance and Complaint Procedures* are provided to students through the website on pp. 122-126 of the General Catalog 2021-2022 and on pp. 14-17 of the *Student Handbook 2019-2020.* COM-FSM provides a link directly from the homepage to the *Complaint Process* and that link provides direct access to both the Commission *Complaint Policy* and *Complaint Form.*

The college has complied with this Commission policy and has fully cooperated with the Commission regarding any complaints received. Any student complaints or grievances to the college, and actions toward complaint resolution, can be shared with the visiting team members during their visit. Student complaints are kept on file in the office of the vice president for enrollment management and student services.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

Compliance and evidence of compliance with this policy are articulated in Standard I.C.1 and I.C.2. COM-FSM adheres to this policy by exhibiting integrity and responsibility in advertising, student recruitment, and representation of accreditation status. The college does so by producing documents such as the Catalog 2021-2022, that are precise, accurate, current, and generated with integrity.

Student recruitment is coordinated through the enrollment management and student services department specifically through individuals whose positions specify this duty. COM-FSM scrupulously avoids the dishonest practices cited in the Policy.

The college accurately lists its accreditation status on the homepage and any other official publications as required and in compliance with the Policy on Representation of Accredited Status. The college publicly posts all accreditation documents (and has done so since 2003) on the college website in the *Report Archive.* The college also updates the public with this information through the college's newsfeed.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Policy on Institutional Compliance with Title IV. As articulated in Standard III.D.15, COM-FSM students do not avail themselves of federal student loans under the federal aid program. Based on a provision of Title IV of the Higher Education Act, the students from the Freely Associated States (FSA), like the Federated States of Micronesia (FSM), Republic of the Marshall Islands (RMI), and Republic of Palau are not eligible for student loan programs.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations. COM-FSM has no contractual relationships with non-regionally accredited organizations to deliver programs and services in the name of COM-FSM, and has no plans to do so.

Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

Standard I.A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Evidence of Meeting the Standard

Mission statement:

> *The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic and career & technical educational programs characterized by continuous improvement and best practices.* [Approved by Board of Regents, March 08, 2017; reviewed April 6 2021]

Table I.A.1-1. Mission Statement Criteria

College of Micronesia-FSM Mission Statement	
The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia-FSM by providing academic and career & technical educational programs characterized by continuous improvement and best practices. (March 08, 2017)	
Mission Statement Criteria **The mission describes the institution's:**	**Alignment to Criteria**
Broad educational purposes	... committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs...
Intended student population	... the Federated States of Micronesia ...
Types of degrees and other credentials it offers	... by providing academic, career and technical educational programs...
Commitment to student learning and student achievement	... learner-centered institution of higher education ... programs characterized by continuous improvement and best practices.

Since the last Comprehensive Self-Evaluation, the college has completed two cycles of mission review. Mission review at COM-FSM is aligned with development of its five-year strategic plan. In

March of 2017, the Board of Regents (BOR) approved (I.A.1) the current Mission Statement. Approval (I.A.2) of the college's *Strategic Plan 2018-2023* followed in September of 2017. The most recent cycle of mission review concluded in April 2021 resulted in BOR approval (I.A.3) of the Mission Statement without changes. As part of this cycle, the college completed an "Institutional Check In" during the 2020 annual summit (conducted virtually in light of the COVID-19 pandemic), in which participants considered "How Does My Daily Work at COM-FSM Connect with the Bigger Picture"? The targeted outcomes from participants were:

- Awareness of some basic facts about the College of Micronesia-FSM
- Reflection on the Purposes of COM-FSM
- Review of COM-FSM Mission, Mission Fulfillment Indicators and Values
- Progress towards Strategic Plan 2018-2023 → action plans

Participants were asked open-ended questions to identify the broad educational purpose, intended student population, and the types of degree and credentials offered, according to our mission statement (Appendix 4.2 Institutional Check In, questions 11-16). The *2020 Summit Report* (section 3.1.1) (I.A.4) shows the results, including 92.71% agreement (n=284) that the mission describes the purpose, student population and types of degrees.

	Response %
■ Strongly Agree	62.35%
■ Agree	30.36%
■ Neither agree nor Disagree	4.45%
■ Disagree	2.43%
■ Strongly Agree	0.40%

■ Strongly Agree ■ Agree ■ Neither agree nor Disagree ■ Disagree ■ Strongly Agree
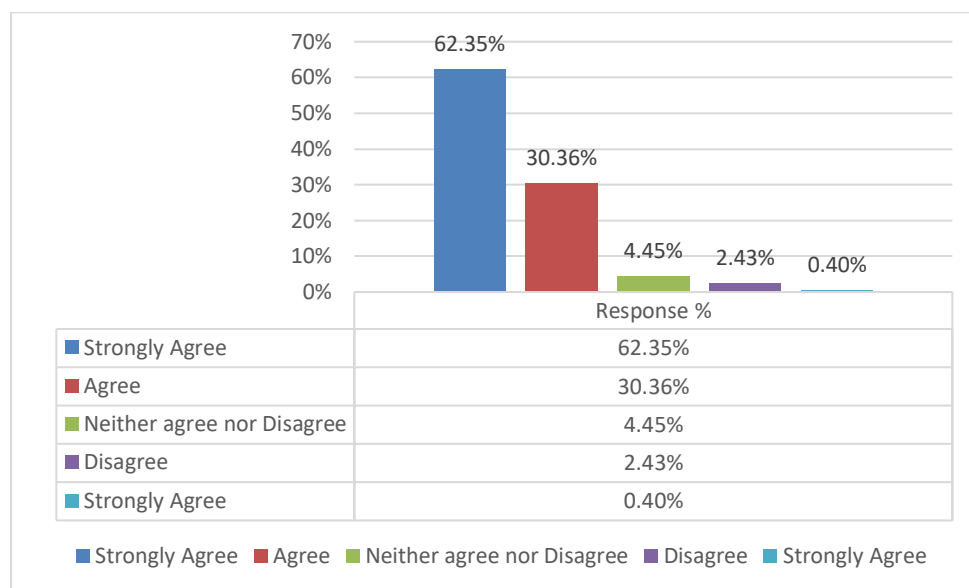
Figure 1. COM-FSM's Mission Statement Describes College Commitment to Student Learning. (Results from 2020 Summit Report)

Analysis and Evaluation

The college meets this Sub-Standard by articulating a mission statement in accordance with the required criteria. These criteria have guided the college to articulate what it does, whom it serves and how it does so. The Mission Review activities at the 2020 college summit describe an institution stays current with the passage of time when evaluating its Mission Statement incorporates its Mission into its plans and actions.

2. *The institution uses data to determine how effectively it is accomplishing its, mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

Mission Fulfillment Indicators (MFI) (I.A.5) are used to measure how effectively the college achieves its mission. Three levels of MFIs include national, regional and local benchmarks. These benchmarks help the college identify its strengths and weaknesses in meeting the educational needs of its students and prioritizing improvements in programs and services.

- National benchmarks include annual participation in National Community College Benchmark Project (NCCBP), Community College Survey of Student Engagement (CCSSE) (biennially) and data from 2020 forward, the Survey of Entering Student Engagement (SENSE).
- Regional benchmarks focus on the Integrated Postsecondary Education Data System (IPEDS) measures. IPEDS benchmarks are used in prioritizing and scheduling deadlines to enable continuous participation in the Federal student financial aid programs such as Title IV. Other measures of success which fall under the Local benchmarks include persistence, course completion, and Teacher Certification pass rates.

Table I.A.2-1. Mission Fulfillment Indicators

College of Micronesia-FSM Mission Statement	
The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	
Mission Statement Elements	**Mission Fulfillment Indicators**
The College of Micronesia - FSM is a learner-centered institution of higher education	Indicators measuring SLO attainment at the course level and program level: • Completion of assessment of student learning for each course taught each semester • Student-faculty interaction benchmark (CCSSE[1]) • Support for learners benchmark (CCSSE) • Percent credit hours taught by full time faculty (NCCBP[2]) • Average credit section size (NCCBP) • Percent full-time students (NCCBP)
that is committed to the success of the Federated States of Micronesia	The college provides higher education (HE) access to all four states of the FSM: • Number of students annually graduating (completing programs) from career programs prepared for workforce • Percent of students that completed a career program and are employed in related field • Programs linked to FSM developmental priorities as

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College of Micronesia-FSM Mission Statement	
The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the Federated States of Micronesia by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	
Mission Statement Elements	**Mission Fulfillment Indicators**
	specified in the FSM Infrastructure Development Plan
by providing academic, career and technical educational programs characterized by continuous improvement and best practices.	Academic programs and support services create structured, coherent pathways to student end goals: • Active and collaborative learning benchmark (CCSSE); • Guided pathways, • Graduation rates, and Transfer rates; • Fall to fall persistence rate; • Percent full-time, first-time students that completed in 3 years (150%); • Institution-wide credit grades success rates-completion rates (NCCBP); • Institution-wide credit grades success rates (NCCBP); and • Meeting or exceeding Accreditation Standards.
Achievement of each individual indicator is measured relative to a range based on a corresponding threshold level and represented by achievement status. Green is achieved; yellow is minimally achieved; and red is not achieved. COM-FSM is considered to be fulfilling its mission provided no more than six (30%) of the 20 total indicators are at the red level so that the college attains at least 70% of its indicators within the achieved (green) or minimally achieved (yellow) range.	

Table I.A.2-2. Tally of Benchmark Indicator Types

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

As of fall 2020 the College has achieved 88% or 21/24 of its MFIs. Latest data on achievement of all measures are available on the college's webpage. Stakeholders reviewed mission fulfillment indicators during 2020's online mini-summits for community stakeholders, as reported in December 3rd 2020 Board of Regent's VPIEQA report (I.A.6). Each State made its own recommendations for the college to prioritize (see individual State's reports, appendix of the online summit report (I.A.7)), including the college community members' thoughts and honest inputs on how the College is doing. For example, members of the Chuuk community noticed that while 47.4% of FSM's population is from Chuuk, only 20% of the college population is Chuukese. This led to further community dialog in 2021 on the topic *"How can we improve Chuukese population's access to COM-FSM?"* (as reported in April 2021 Board Report (I.A.8, p. 8)). These examples indicate the degree to which the college is "committed to the success of the Federated States of Micronesia."

Analysis and Evaluation

The college uses a range of Mission Fulfillment Indicators to measure how effectively it accomplishes its mission and identifies institutional priorities. These data include local, national, and regional benchmarks. Regularly updating and sharing these data with both internal and external stakeholders enables the college to identify and adapt to the changing educational needs of its diverse student population.

3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

The mission alignment of programs and services is shown through instructional program review and administrative unit program review. Templates for these reviews are included in the *Program Assessment and Program Review Manual.* Each instructional program has its own program mission aligned with the college mission, approved by the Curriculum Committee (Curriculum Handbook (I.A.9), Appendix J) and presented in the Program Review (section 2.1). Similarly, administrative units each have a mission statement aligned with the college mission and assessed through annual and cyclical program review. Mission statements of various units are compiled (I.A.10) and since

2019 , included in the [Institutional Assessment Report](#) (I.A.12). Campus or office mission statements, together with their associated outcomes and actions, are required in the performance-based budget process ([Budget manual](#) (I.A.11, p. 5).

Analysis and Evaluation
It is a requirement of the college that it's programs and services are parallel to the established mission. The mission thus is the basis on which plans are made, resources are allocated, and services are performed. Those plans, resources, and services are assessed on specific cycles to ensure they are aligned in accordance with the mission where it states that the college is "characterized by continuous improvement and best practices".

4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

Evidence of Meeting the Standard
The college mission statement is published [online](#) (I.A.13) and widely published in college documents including the [catalog](#) (I.A.14, p. 18). The college opens all meetings and events with a reading of the college mission statement, as shown by minutes of the [Board of Regents](#) (I.A.15), [Cabinet](#) (I.A.16), the [Committee Officers Guide](#) (I.A.17, p. 2) and committee's minutes (for example, minutes of the [Emergency Management Team](#) (I.A.18),and [Recruitment, Admissions and Retention Committee](#) (I.A.19)). The college mission and vision are reviewed at least every five years in accordance with the COM-FSM's Planning Cycle as seen on page five of the [Integrated Educational Master Plan (IEMP)](#)(I.A.20). A Strategic Planning Working Group completed a Mission Review and Recommendations report in 2017 and recommendations were approved by the Board of Regents in [March of 2017](#) (I.A.21). The college held a series of online mini-summits for community stakeholders beginning August 2020, titled "*Are We Living Up to Our Mission?*" including participation from the Department of Education, high school principals, members of legislature, business representatives together with college administration and faculty. The findings from this broad-based mission review led to the Mission and Core Values [approved](#) (I.A.22) by the Board.

Analysis and Evaluation
The college articulates its Mission Statement and publicizes it broadly both in writing and in recitation. The college continues to review its mission and vision in accordance with the COM-FSM planning cycle with extensive community participation.

Conclusions on Standard I.A. Mission

The college regularly reviews and revises its mission statement as necessary through a broad-based participatory process that involves all its stakeholders. It is approved by the college board and is broadly shared through its programs and services, and published widely.

Improvement Plan(s)

None.

Standard I.A Table of Evidence

I.A.[number]	[citation]
I.A.1	BOR Action and Directives (2017, March) https://www.dropbox.com/s/hajnxcfximidahv/I.A.1-BOR-Directives-March-3-2017.pdf?dl=0
I.A.2	BOR Action and Directives (2017, September) https://www.dropbox.com/s/ibtqn2wbjfwzc8a/I.A.2-BOR-Directives-September-14-2017.pdf?dl=0
I.A.3	BOR Action and Directives (2021, April) https://www.dropbox.com/s/kmt0enetff5ri3n/I.A.3-BOR-Directives-April-6-2021.pdf?dl=0
I.A.4	2020 Online Summit Report (2020, August) https://www.dropbox.com/s/jrovc16vfp1qv3w/I.A.4-2020-College-and-Community-Online-Summits-report.pdf?dl=0
I.A.5	ISSS and MFI Webpage Screenshot (2022, February) https://www.dropbox.com/s/gyqofrd2vzgnncn/I.A.5-ISS-and-MFI.pdf?dl=0
I.A.6	IEQA Board Report (2020, December) https://www.dropbox.com/s/o5ehjgoggb9zedn/I.A.6-IEQA-Board-Report-Dec-2020.pdf?dl=0
I.A.7	2020 Online Summit Report (2020, August) https://www.dropbox.com/s/x021kx4b12zkqw3/I.A.7-2020-Online-Summits-Report.pdf?dl=0
I.A.8	IEQA Board Report (2021, April) https://www.dropbox.com/s/yymwykccuvydm3y/I.A.8-IEQA-Board-Report-April-2021.pdf?dl=0
I.A.9	Curriculum Handbook (2018, October) https://www.dropbox.com/s/lkozpbw2il6hmb5/I.A.9-Curriculum%20Handbook_2018_final.pdf?dl=0
I.A.10	Administrative Units Mission Statements (2019, August) https://www.dropbox.com/s/73609qzh2x2lldy/I.A.10-AUs-Mission-Statements.pdf?dl=0
I.A.11	Budget Procedure Handbook (2020, February) https://www.dropbox.com/s/gzv1bd3dm9ytbze/I.A.11-BudgetProceduresHandbook-2020.pdf?dl=0
I.A.12	Institutional Assessment Report (2021, June) https://www.dropbox.com/s/g80tht8jgego517/I.A.12-IAR-AY2019-2020.pdf?dl=0
I.A.13	Mission Statement Website Screenshot (2022, May) https://www.dropbox.com/s/tphskn6n9wdqt4c/I.A.13-Mission-Statement-COM-FSM.pdf?dl=0
I.A.14	General Catalog (2020, July) https://www.dropbox.com/s/xsy9aavbfmug4rx/I.A.14-General-Catalog-2020-2021.pdf?dl=0
I.A.15	Board of Regents Minutes (2020, December) https://www.dropbox.com/s/brgk7z3kuqoq2vq/I.A.15-BOR-Minutes-20-12-03.pdf?dl=0
I.A.16	Cabinet Minutes (2018, September) https://www.dropbox.com/s/lnh3q56n0e96wmc/I.A.16-Cabinet-minutes-18-09-14%20mins.pdf?dl=0
I.A.17	Committee Guide (2020, August) https://www.dropbox.com/s/ztlb2yyv8tj1pdd/I.A.17-COM-FSM-Committees-Guide.pdf?dl=0
I.A.18	Emergency Management Team Agenda (2021, January)

	https://www.dropbox.com/s/5p1pixstwcbrjtr/I.A.18-20210114-EMT-Agenda.pdf?dl=0
I.A.19	Recruitment, Admissions, and Retention Committee Minutes (2017, August) https://www.dropbox.com/s/8h35xttnrsps9zr/I.A.19-RAR-Minutes-Aug-2017.pdf?dl=0
I.A.20	Integrated Educational Master Plan (2013, March) https://www.dropbox.com/s/dxodfb76cvvd1mj/I.A.20-IEMP.pdf?dl=0
I.A.21	Board of Regents Minutes (2017, August) https://www.dropbox.com/s/dweplge0sb8z9an/I.A.21-May-2017-Board-Meeting-Minutes.pdf?dl=0
I.A.22	Board Agenda Item: Mission and Values Review (2021, April) https://www.dropbox.com/s/tdrzry6q07zy1bi/I.A.22-BOR-Mission-and-Values-Review.pdf?dl=0

Standard I.B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard
The college demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Resources and opportunities for dialogue are detailed below. Indicators of educational quality are identified through the Institution-set Standards, Mission Fulfillment (I.B.1) Indicators and the Strategic Plan Measures of Success (I.B.2).

Sustained, substantive and collegial dialog about:

Student Outcomes. Faculty conduct workshops (I.B.3) in which the program faculty meet in small groups each fall and spring to develop assessment plans and write assessment reports. Each fall, faculty share program assessment summaries at faculty meetings (I.B.4). Program assessment summaries are reported in the Annual Institutional Assessment Report. The Curriculum Committee (I.B.5) discusses student outcomes in the writing and revision of course outlines and program modifications as identified in the Curriculum Handbook. Other committees discuss student outcomes specifically in the Student Success Committee (I.B.6) and Assessment Team (I.B.7) meetings. The 2017 college summit "Making Assessment Worthwhile" (I.B.8) and "Keeping things simple" (I.B.9) centered all discussions on student outcomes.

Student Equity. The Student Success Committee's (I.B.10) main focus is looking at student subgroups and determining the best ways to improve student success. The Recruitment, Admissions and Retention committee (I.B.11) determines policies and procedures that will allow students a variety of ways to obtain access to college and ways to stay in school. The faculty organized a professional development day around Culturally Relevant Pedagogy (I.B.12) to encourage faculty to consider and develop teaching materials relevant to various cultures of the students. Program assessment summaries (PAS) share plans and recommendations for students. The 2019-2020 Associate of Science in Public Health PAS (p. 42) (I.B.13) recommends working to decrease the stigma for students seeking tutoring services to increase number of participants.

Academic Quality. The college's first strategic direction is "Innovate academic quality to ensure student success." This makes academic quality the focus of activities and discussions at the college as illustrated in the 2021 Summit on "Turning Points" (I.B.14) where key measures of success for this strategic direction were evaluated, ranked for importance and then the college used the identified need areas to formulate the Quality Focus Essay projects. Reports on academic quality are shared on the college Institution Set Standard page and reported on at Board of Regent meetings (I.B.15). Faculty held a writeshop spring 2022 (I.B.3) in which the main goal was to "…ensure academic quality of credit and non-credit courses and programs across all the COM-FSM campuses."

Institutional Effectiveness. Opportunities for collegial and sustainable dialogue on institutional effectiveness occur most often during college wide activities and meetings. Mission Fulfillment indicators are posted on the website and evaluated regularly. These reports are presented to the

Board of Regents (I.B.16). The annual assessment reports are available on the website and program assessment summaries are presented at faculty workshops (I.B.4) each fall. Executive Committee (EC) (I.B.17) is the final committee in the participatory governance structure that reviews policies and procedures before presentation to the Board of Regents for approval. Budget preparation meetings (I.B.18) include discussions of achievement of outcomes and setting priorities. Development of Integrated Educational Master Plan (I.B.19) provides an opportunity for college wide discussions on institutional effectiveness and identifying areas needing improvement.

Continuous Improvement of student learning and achievement. Discussions on continuous improvement of student learning and achievement occurs at the "grassroots level" in the student success committee (I.B.20), curriculum committee (I.B.5), faculty workshops (I.B.21) and during development of program reviews and program assessment. The college also holds discussions on continuous improvement during budget preparation and while developing short and long-term plans for the college as mentioned above. The mission statement is read at all meetings and college events so everyone keeps it central to all work. The mission statement reads "The College of Micronesia-FSM is a learner-centered institution of higher education committed to the success of the Federated States of Micronesia by offering academic and career & technical educational programs characterized by continuous improvement and best practices."

The college has established structures and opportunities that promote communication and dialogue.

- Board of Regents approved policies and procedures for communication and a participatory governance structure across the six campus sites.
- Standing committees, Management Team, and Cabinet meet regularly to promote sustained, substantive, and collegial dialogue on student achievement.
- Budget development provides an avenue for discussions on institutional effectiveness, refinement of institutional priorities, and institutional learning outcomes. These discussions guide resource allocation at program, office, and campus levels.

In addition, dialogues addressing student success, equity, and institutional effectiveness are driven by data regarding student outcomes and equity of services provided to and experienced by students.

Also, since the start of the pandemic, communication effectiveness has increased because of the college's implementation of Zoom for all standing committee meetings and monthly all-campus meetings. All-campus meetings focus on specific topics such as hearings for a possible tuition increase, possible mandatory vaccines, and results of an employee engagement survey. All campus meeting attendance (I.B.22) has reached one hundred fifty-seven sign-ins and some campuses have group sign-ins.

The college conducted an Employee Engagement Survey in fall 2021 that yielded an employee Net Promoter Core (eNPS) score. Any score of +10 or higher is considered good. The college eNPS was 43, and one of the areas identified as needing the most improvement was communication. A working group prepared improvement plans for communication at the collegewide level and specific plans for each campus and the Cooperative Research and Extension team. The survey results and improvement plans (I.B.23) were presented at the January 2022 all campus meeting.

Analysis and Evaluation

The resources and opportunities for collegial dialogue related to the Sub-Standard have become part of culture and practice at the college and have continued during the span of this reporting period. The evidence listed above confirms that judgement. The college believes that it meets the Sub-Standard.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Definition of Instructional Student Learning Outcomes. The college has defined student learning outcomes and assesses them on a regular basis. Outcomes are identified for academic programs and courses and for student and learning support services. Student learning outcomes are defined as what students should know or be able to do by the end of the course or program on the Assessment of Student Learning webpage (I.B.24). The college publishes in its General Catalog 2021-2022, p.19, (I.B.25) student learning outcomes (SLOs) at institutional, program, and course levels for all academic programs. The college refers to these outcomes as follows:

> Institutional Student Learning Outcomes = ISLOs
> Program Student Learning Outcomes = PSLOs
> Course Student Learning Outcomes = CSLOs

The college's ISLOs have been derived, with permission, from "Valid Assessment of Learning in Undergraduate Education (VALUE)" by the Association of American Colleges and Universities, 2009 (AAC&U). https://www.aacu.org/initiatives/value. CC BY-NC-SA 4.0.

All programs (including general education and Achieving College Excellence [ACE] program) have PSLOs. All PSLOs are stated in the respective areas of the college's catalog and are provided to students. CSLOs are defined in course outlines (I.B.26) and are provided to students on the course syllabi that are distributed on the first day of class of each academic semester as specified by BP 3206 and BP 3309. BP 3206 (I.B.27) requires faculty to use the official course outlines with defined CSLOs and associated assessment strategies. BP 3309 (I.B.28) requires faculty to include CSLOs in the course syllabus. Faculty often include CSLOs on assignments and begin each class period identifying the CSLO for that day.

Definition of Student and Learning Support Services. The college has developed learning outcomes for six student and learning support services: Offices of the (1) Vice President for Enrollment and Management Services; (2) Admissions, Records, and Retention; (3) Campus Security and Safety; (4) Financial Aid; (5) Student Life which includes Residence Halls, Sports and Recreation, and Health Services, (6) Learning Resources Center.

The college refers to these outcomes as Administrative Unit Outcomes (AUOs) in the assessment management system (AMS) and assessment reports. These outcomes are developed on an annual basis and stored in the college's AMS, Nuventive.Improve (formerly TracDat). Figure I.B.2-1 highlights an example of the Admissions, Records and Retention office AUOs for 2019-2020, 2020-2021, and 2021-2022.

following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees ; (g) enrollment certifications for former US servicemen or US veterans; (g) data requests; and (h) other core functions.
AUO Status: Active
AUO Assessment Cycle: 2019 - 2020

2019-2020 OARR Outcome 3
Improved coordinated marketing, recruitment and outreach program to increase enrollment of targeted priority groups, i.e., traditional first-time freshman, transfer, continuing and returning students. Increased visibility, awareness, and knowledge about the college, and opportunities available to students. Improved execution of multi-Modal enrollment, marketing, and communication services to increase touch point with students.
 Alternative scheduling to improve student success and persistence is developed and implemented.
AUO Status: Active
AUO Assessment Cycle: 2019 - 2020

2020-2021 OARR Outcome 1
Provide timely, precise guidance and support to students as they work toward degree completion, as well as faculty and support services staff involved in the academic advising process.
AUO Status: Active
AUO Assessment Cycle: 2020 - 2021

2020-2021 OARR Outcome 2
Maintain a high level of patron satisfaction by providing timely and accurate services to students, faculty, other staff, and the community in the following areas: (a) admission and registration; (b) academic record maintenance; (c) transcript production; (d) enrollment and degree verification; (e) degree audit; (f) issuance diplomas and degrees ; (g) enrollment certifications for former US servicemen or US veterans; (g) data requests; and (h) other core functions.
AUO Status: Active
AUO Assessment Cycle: 2020 - 2021

2021-2022 EMSS OARR Outcome 1- Equitable and accessible services
The administrative unit continue to ensure that equitable and accessible services are maintained/improved and provided to all students and patrons regardless of location. (Std II.C.1-3)
AUO Status: Active
AUO Assessment Cycle: 2021- 2022

2021-2022 EMSS OARR Outcome 2- Admission policies and support to students degree completion
The administrative unit continue to ensure that admission policies are reviewed to improve admission services and provide support to faculty and students on clear pathways to complete degrees, certificates and transfer goals. (Std. II.C.6)
AUO Status: Active
AUO Assessment Cycle: 2021- 2022

Figure I.B.2-1. Example of Admissions, Records and Retention Office AUOs: AYs 2019-2020; 2020-2021; 2021-2022

Assessment of Student Learning Outcomes. The college publishes the Institutional Assessment Report (I.B.29) each year. This report contains the assessment of ISLOs and PSLOs and for the first time in 2019-2020 report, student and student learning support services outcomes. This report provides a synthesis of each year's assessment presented in a format for the students and general public to understand.

- The college has eight ISLOs and assesses two annually. The college assessed ISLO 1 Effective Oral Communication and ISLO 2 Effective Written Communication in 2019-2020. Specific CSLOs are linked to PSLOs (I.B.30) which are then linked to ISLOs identifying which assessments are collected for the identified ISLO to be assessed each year. An example is on page 10 of the 2019-2020 Institutional Assessment Report (I.B.31).

- The Institutional Assessment Report also contains reports on General Education assessment and instructional program assessment summaries. Program assessment summaries include SLOs looked at, what was found, improvement plan, and recommendations for student success.

- CSLOs are assessed each semester and data is managed in TracDat. Detailed descriptions of assessment processes for CSLOs, PSLOs and ISLOs can be found in Standard II.A.3. General education learning outcomes are defined in Standard II.A.12.

- Student and Student Learning Support Services are assessed each year with plans developed and at the beginning of the academic year and results and improvement plans all managed in TracDat. Specific details of these processes are available in Standard II.B.3 and Standard II.C.2. Figure I.B.2-2 is a snapshot from TracDat for the Financial Aid office assessment plan for AY 2021-2022.

Figure II.B.2-2. Financial Aid Office Assessment Plan for AY20-21

Analysis and Evaluation

The college has defined ISLOs, PSLOs, and CSLOs for all of its instructional programs and courses. The ISLOs and PSLOs are published in the college catalogue and CSLOs are found in the individual course outline on the college website, and are provided to students on all course syllabi. The college has also defined outcomes for its student and student learning support services, which the college refers to as administrative unit outcomes (AUOs). These outcomes are annually added to the college's TracDat system. The college regularly evaluates and documents assessment of all of its outcomes. The annual assessment report is written for and made available to the general public. The college believes that it meets the Sub-Standard.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

The college continues to use its Institution-Set Standards (ISS) (I.B.1) to track student achievement at the college. The ISS are located on the college webpage at http://www.comfsm.fm/?q=Institutional_Set_Standards_and_Mission_Fulfillment_Indicators. The college will establish institution-set standards and stretch targets for the bachelor's degree after three years of data are available to determine data trends.

The institution set standards were assessed in the strategic plan mid-term report titled "Turning Points" (I.B.14), discussed in cabinet and presented to the Board of Regents at the July 6, 2021 meeting. This report provided the data shared at the 2021 Annual Summit and are the data used to develop the projects for the Quality Focus Essay. The college has met eight of the thirteen ISS targets at least four of the six years reported (ISS Report Table) (I.B.32):

- Percent of Students enrolled full time
- Average Student semester credits earned
- Persistence rates (fall to fall)
- Graduation rate (100%, 150%, and 200% [2 of 3 years reported])
- Number of certificates awarded
- Graduate employment rates in certificate and Career Technical Education (CTE) degrees

The college met stretch targets for two years for the standard on graduate employment rates in certificate and CTE degrees.

Only three of the ISS targets were met in academic year 2020-2021. This is the lowest year of recorded performance and is most likely due to the sudden change to distance learning as a result of responding to the emergency health declaration for the pandemic.

Analysis and Evaluation

The college has established institution-set standards with targets and stretch targets. Progress in acheiving standards is updated annually. The Institution-set standards are posted on the college website and are included in the strategic plan evaluation.

These same standards are reflected as key measures of success for the college strategic directions and help determine if the college is fulfilling its mission. The college has designed and disseminated posters identifying the strategic directions and key measures of success as a way to make this information more visible to the college community.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The college uses a wide variety of quantitative and qualitative assessment data to support student learning and student achievement. These data are derived from instruments that include, but are not limited to the following:
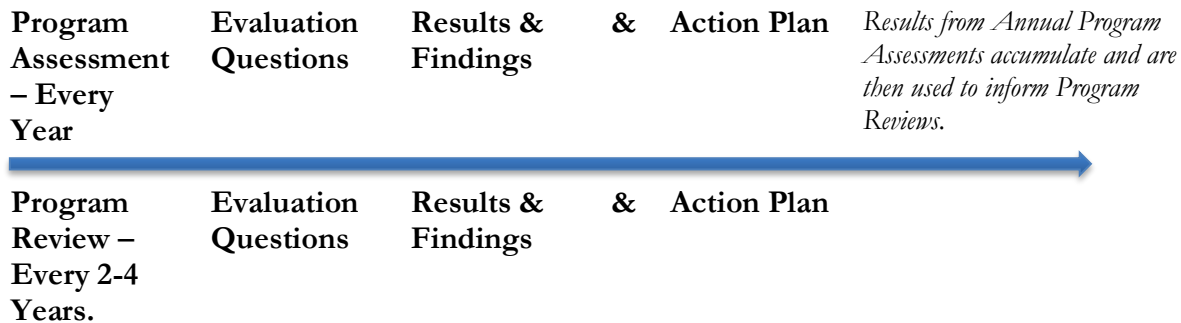
Internal Assessment Instruments
- Student evaluations of Instructor and Course (every semester)
- Work Study Program Exit & Evaluation
- Graduate Exit Survey and other surveys administered during orientation and registration
- Course and program assessment of SLOs

External Assessment Instruments
- National Community College Benchmark Project (I.B.33)
- Community College Survey of Student Engagement (I.B.34)
- Survey of Entering Student Engagement

The college governance structure and institutional processes are designed to incorporate assessment data and inform program improvement and resource allocation. Assessment data is collected annually and managed in TracDat. The institution's assessment and planning cycle (I.B.35) is illustrated on page 10, of the 2017 Program Assessment and Program Review Manual. This illustration shows how assessment is an integral part of the planning at the college.

The college uses the concept and process of data-informed evaluation questions for development of its assessment plans and reports as shown in the figure below.

Program Assessment – Every Year	Evaluation Questions	Results & Findings	&	Action Plan	*Results from Annual Program Assessments accumulate and are then used to inform Program Reviews.*
Program Review – Every 2-4 Years.	Evaluation Questions	Results & Findings	&	Action Plan	

Figure I.B.4-1Program and Assessment Processes at COM-FSM

Within these cycles, the following actions take place:
- Assessments are directly based on the annual assessment of selected program outcomes.
- The strategic plan is evaluated at the mid-term point with emphasis on determining whether the college is meeting its medium and long-range measures of success targets for student learning and achievement. A comprehensive review and analysis of the Strategic Plan is conducted at the end of the strategic planning cycle.

- College departments, standing committees, and the management team review the various plans of the college.

The college's planning cycle diagrams are further explained on pp. 11-13 of the college's [Program Assessment and Program Review Manual](#) (I.B.36).

Analysis and Evaluation

The college has access to abundant qualitative and quantitative data to support and improve student learning and achievement. College processes are established to utilize these data in regular program assessments and program reviews. Institutional processes are guided by the overall college planning cycle, which includes both operational elements of the college and the college's governance structure. Assessments completed through the planning cycle focus on student learning and student achievement and are tracked through the college's set standards.

The college continues to work to improve analysis of this data and focus on reflective dialogue of the data. The implementation of the annual program assessment summary presentations for the instructional department is one example. The fall semester begins with [faculty workshops](#) (I.B.4), and these always include a session on presenting the previous year's program assessment summaries followed by discussion of plans for improvement. The budget guidelines state, "The budget will address priority issues from the college's Integrated Educational Master Plan (IEMP) and its individual components assessment plans outcomes…The [2021 budget](#) (I.B.37) aligns to support strategic goals/broad educational purposes and objectives linked to SLOs and measures of success to ensure continuous improvement of the college." Sample 2021 priority issues included improve advising, pursue compressed scheduling of courses, and improve quality of life at the residence halls.

The college has assessment data and organizational processes in place. However, the human resources needed to make sure the processes are followed have been fluctuating. The newly hired dean of assessment left and it was decided to divide the duties between the current VPIEQA and Dean of Academic Programs. Then the VPIEQA left and a new person was hired. This person worked hard to be familiar with the college processes. This person then left during the pandemic. The college also lost a data technician during this time reducing the Institutional Effectiveness office to one person. The college designated an acting VPIEQA, but it has been difficult keeping up with reports, sharing of data, and data collection. The college resides in FSM, a country that closed its borders to everyone outside to prevent COVID-19 reaching communities where health care is very limited. Unfortunately, this border closing has prevented filling the much needed vice president position as no one in the country has applied. This office needs to be reorganized with sufficient staffing. The college has developed an Action Plan to support this analysis.

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Program review is based on annual program assessments and feeds into development of strategic plans, review of the mission statement and eventually development of the *Integrated Educational Master Plan* as described in Standards I.A.3. and I.B.4. Program assessments and program reviews are based

on evaluation of student learning and student achievement. Program reviews collect and analyze disaggregated quantitative and qualitative data related to each program. Components of program review are listed in Table I.B.5-1

Table I.B.5-1. COM-FSM Components of Program Review

• Assessment of course student learning outcomes of program courses (TracDat reports)	• Revenue generated by program – tuition, program allocated (credits for 2 years x tuition), grant income
• Assessment of program student learning outcomes (TracDat reports)	• Students' satisfaction rate
• Program enrollment – historical enrollment patterns, student credits by major	• Alumni data
• Average class size	• Employment data and employer feedback (employer survey)
• Course completion rate	• Program added or cancelled at nearby regional institutions
• Student retention rate	• Transfer rate
• Graduation rates	• Cost of duplicate or redundant courses/programs/services
• Student seat cost	• Examination of additional program data for trends, including program performance towards Institution-set Standards, Strategic Plan *Measures of Success*, and the mission fulfillment indicator for guided pathways.

Figure I.B.5-1 illustrates an example of assessment of student learning data as recorded in TracDat and collected as part of Program Review. Note that these data are collected by program type as well as by mode of delivery.

A - instruction - Pre-Teacher Preparation (AA)

Mission Statement: Beginning in 1974 offering an associate program in Teacher Education followed in 1982 by 3rd Year Certificates of Achievement in Elementary and Special Education, the Division strives to provide teachers of excellence for the Federated States of Micronesia. The program emphasizes and graduates will demonstrate familiarity with the FSM elementary curriculum standards, a variety of contemporary teaching and assessment strategies, management techniques, pedagogical knowledge and professionalism.

Program Student Learning Outcomes	Assessment Strategies	Program Results	Improvements
PTP_PSLO_1 - Demonstrate basic knowledge of the foundations and concepts related to elementary education. **PSLO Status:** Active **PSLO Assessment Cycle:** 2012 - 2013, 2013 - 2014, 2014 - 2015, 2015 - 2016, 2017-2018, 2018 - 2019, 2021-2022 **Start Date:** 08/05/2017	**Exam/Quiz - Pre-Post -** Pre-Post tests will be administered to the students enrolled in ED210A, ED215, ED/PY201, ED292, and MS/ED210. **Target:** 90% will achieve 60% or higher.	**Reporting Period:** 2020 - 2021 **Target Met:** Yes 13/13 student achieve 60% or higher on the post test. (09/21/2021) **Course Code and Section:** ED-292 **Number of Students Assessed (n):** 13 **Number of Students Successfully Completing CSLO:** 13 **PERCENT of Students who were Successful in this Assessment (0 - 100):** 100 **Number of FEMALE Students Successfully Completing CSLO :** 5 **Number of MALE Students Successfully Completing CSLO :** 8 **Campus Code:** N	**Improvement:** Maintain the same teaching strategy. (09/23/2021) **Recommendation:** Continue using the capstone courses
		Reporting Period: Spring 2021 **Target Met:** Yes 4/5 (05/17/2021) **Course Code and Section:** ED 292-1 **Number of Students Assessed (n):** 5 **Number of Students Successfully Completing CSLO:** 4 **PERCENT of Students who were Successful in this Assessment (0 - 100):** 80 **Number of FEMALE Students Successfully Completing CSLO :** 3 **Number of MALE Students Successfully Completing CSLO :** 1	**Improvement:** -Students in this class should be more serious as if they attending to their own classroom full of students. They should be time-conscious. -They should start developing habits like coming to class early/on time, be mind-conscious to start early or get ready for the day. (This is very important because you want to be the first to get to your classroom and not

Program Student Learning Outcomes	Assessment Strategies	Program Results	Improvements
		Campus Code: Y **Mode of Delivery:** Face to Face	having the students wait 30-60 minutes for you to arrive. -Teachers need to be consistent (when you have your own

Figure I.B.5-1. Example of COM-FSM Program Assessment and Program Review Data Collected in TracDat

Student achievement data and information included in program assessments is collected and disaggregated for analysis by program type and mode of delivery. The Office of Institutional Effectiveness provides disaggregated data according to program type and mode of delivery.

One such table (I.B.38) displays fall course completion rates from 2015 -2021. A bookend summary of those data with noted trends appears below.

Table I.B.5-2.1. Bookend Summary of Course Completion and AA Enrollment Data: 2015 and 2021

	AY 2015			AY 2021	
Course Completion	Headcount 5657	Percent 71.7		Headcount 4470	Percent 63.4
Enrollment in AA Programs	Headcount 5657	Percent 24		Headcount 4470	Percent 23.7
Note: The data show that there was a decline in certificate level course completion rates from 2015 to 2021. Mode of delivery is recorded for academic years 2020 and 2021 only as that is when the college began distance learning.					

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Analysis and Evaluation

The college assesses accomplishment of its mission in a variety of ways, including program review and evaluation of the strategic directions, student learning outcomes and student achievement; and tracking the status of the college-defined mission fulfillment indicators.

College data is disaggregated by program type and mode of delivery. The college began online delivery during summer of 2020 shortly after the COVID-19 pandemic was declared and ACCJC granted waivers to colleges allowing online delivery. Immediately, the college began collecting data around online delivery such as number of students with devices, access to internet, and student's preference for delivery mode. This data informed the proposal for a substantive change to ACCJC (pp. 4-6) (I.B.39) for the college to be accredited to deliver courses through distance education. Approval was granted February 24, 2021. OIE conducted research (I.B.40) to determine the effect of moving to online delivery and found it was difficult for students. The college developed a program called "WeCares Program" (HEERF funded), to assist students who had withdrawn or failed classes as a result of moving to online mode of delivery.

The college disaggregates qualitative and quantitative data available for assessments that are conducted as part of the college's planning cycle. The college still needs to formulate strategies for directly linking assessment data on SLOs to individual student information. The move to online delivery mode has encouraged the college community to explore various learning management systems. The college initially used Schoology as a means to supplement face-to-face instruction and have an electronic means of tracking student achievement of SLOs. The college is now piloting Canvas and will most likely shift to Canvas by fall 2022 since Schoology no longer meets the needs of higher education institutions. Canvas will integrate with TracDat and allows for faculty to identify which students have met SLOs. This data can be linked to data generated in the SIS as well since student IDs are used in Canvas.

> *I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard

The college disaggregates and analyzes learning outcomes and achievement for subpopulations of students. The "College Data Sheets" (I.B.41) display the information for student achievement. The subpopulations are:

- Student type (continuing, new, returning)
- Campus location
- Full-time vs part-time
- Age group
- Degree type (certificate, associate, baccalaureate)
- Gender
- Delivery mode (face-to-face, online, or both)
- Program category (basic skills & ESL, CTE, Liberal Education, transfer, and other)
- FSM state of origin (which college uses in place of ethnicity due to the fact that 99+% of students are Native Hawaiians or Other Pacific Islanders as defined by IPEDS)

Sources of data include the student information system (SIS), external benchmarking initiatives (such as CCSSE and NCCBP), and internal surveys (such as orientation, registration, graduate exit survey, health surveys, committee self-evaluations, workshop evaluations, etc.).

These disaggregation categories have been selected based on institutional research that show where differences in student achievement and outcomes most likely will occur. An example is that Yap often has higher course completion rates than the other states. The overall course completion rate for the college in fall 2018 was 72.2%, while Yap Campus had a course completion rate of 86.72% during fall 2018. Chuuk had a course completion rate of 70.36%, CTEC 70.75%, Kosrae Campus 71.28%, and National Campus 71.73%. Upon closer investigation it was discovered that Yap Campus holds "Pow Wow" mandatory advising sessions with all students three times each semester. The Yap Campus (I.B.42) report to the Board of Regents on March 15, 2018, states:

> Yap Campus continues with mandatory advising sessions for all students. The sessions are scheduled three times each semester with the first at approximately 2 weeks into the semester, the second at 4 weeks into the semester and the third time after mid-term exams. Last fall 78 students participated in the advising sessions and those 78 students had a 95% pass rate.

This strategy has been shared with all campuses to help mitigate the lower course completion rates. Campuses are continuing to use best practices such as embedded tutoring to continue to address this issue since the completion rates have continued to decline and especially since courses were delivered through distance learning. In fall 2021 overall college course completion rate was 63.4% (4470 students out of 7050 students) and 14.2% (999) of the 63.4% were in online classes versus 18.4% (1299) in face-to-face classes. 30.8% (2172) of the 63.4% registered for both online classes and face-to-face classes.

The Office of Institutional Effectiveness conducted a study (I.B.43) of students who withdrew or did not pass as a result of moving to distance education. The college then created the "WeCares Student Aid Program" (I.B.44) to assist students with paying past due balances incurred since Spring 2020, to require students to register for at least 12 credits and to seek advising and tutoring.

Disaggregated information on student learning outcomes is reported in TracDat as seen in the screenshot in Standard I.B.5. TracDat allows for reporting results against assessment strategies and for determining if assessment strategy targets have been met. Any gaps identified when comparing data against assessment strategy targets are addressed in the "improvement and follow up" section of TracDat.

The college's budgeting system reflects resource allocation based on assessment and evaluation. An extensive data review process is a component of each budget development process as reflected in the budget guidelines (2018-2023) (I.B.45) and budget meeting minutes for each budget preparation cycle. These reviews lead to establishment of institutional and department priorities and criteria for decisions on resource allocation.

Analysis and Evaluation
The college student information system provides for linkages between student demographic data and student achievement data that allows the college to disaggregate data for student subpopulations

of importance to the college. The college provides disaggregated five-year trend data for enrollment and student achievement.

The college also collects extensive student learning outcome data at the course, program and institutional levels each year. These data are stored in TracDat and reported in the Annual Institutional Assessment Reports. Each report includes sections for identifying gaps in SLO achievement and strategies for improvements. Program reviews provide multi-year data on assessment of SLOs and student achievement along with recommendations for program improvements. The annual budget process reviews disaggregated student achievement data, program reviews and assessments to identify priorities for institutional improvement and the allocation of resources. Program budget outcomes also become assessed outcomes in TracDat, thus providing a direct link between assessment and resource allocation.

The college is working to improve disaggregating assessment of SLOs into different subpopulations currently identified. The institution-wide use of Canvas will aid the college's efforts to integrate assessment results with the student information system and disaggregate data into identified subpopulations.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
Evidence for this standard is also addressed in Standards I.C.5, I.C.8, IV.A.2, IV.A.3, IV.A.4, IV.A.7, IV.C.5, and IV.C.7. IV.C.7 in particular addresses the five-year review cycle for college policies and the Board or Regents Five Year Master Calendar 2017-2022. In addition, the college administrators participated in a 3-session policy training (I.B.46) July 2021 to improve evaluation of policies. The training resulted (I.B.47) in learning the difference between policies, processes, and procedures, relocating policies on the website, possibly reducing or combining policies as necessary, revising the policy on policies, and identifying references as to what led to development of a policy.

BP 2200 (I.B.48) states that the college *"shall maintain and regularly assess the effectiveness of a participatory governance system."* The *2020 Governance Review* (I.B.49) made recommendations for improvement and provided evaluations of each committee's activities in a chapter called "Committee Spotlights.*"

The practices through which instructional programs, student and learning support services, and resource management are evaluated appear in the college's *Program Assessment and Program Review Manual (*I.B.36). BP 3202 (I.B.48) defines the frequency of program review for all instructional programs. The Assessment Team evaluates the program review process itself, as shown by various meeting minutes, such as 15th April 2019 (I.B.50) and 22nd January 2020 (I.B.51).

In the summer of 2021, the college sponsored in-depth training for vice-presidents, deans and directors in the best practices for drafting policies and administrative processes, as well as in how to integrate the language and key elements of those documents at the unit procedure level.

Student and learning support services and resource management are evaluated through departmental and office program review, known as *administrative unit program review*. A critical self-assessment of the administrative unit program review process was conducted as the final project (I.B.53) in VPIEQA's participation in the WASC's *Assessment Leadership Academy* in 2019. From 2019, findings from the administrative unit program review are included in the *Institutional Assessment Report* (I.B.31).

> **A Deep Dive into Policy and Process Integration**
>
> Beginning July 2021, the president, campus deans and directors participated in a series of three workshops on **policy, administrative processes, and procedures** (I.B.46). As a result, (I.B.47) of these workshops, the college made the following changes. When a policy is scheduled for review, integration of the key Policy language and that of the related Administrative Procedure will become part of that review. Procedures developed at the unit level shall also be reviewed by unit heads and integrated with both Policy and Administrative Processes and reflect key elements of those institution-level documents.

Analysis and Evaluation

The college meets the Sub-Standard and to ensure continuous improvement, has developed practices for systematic evaluation of all policies and practices. A five-year master calendar (I.B.54) for policy review is established and shared with vice president's along with a timeline for preparation for Board of Regent meetings as a reminder. To promote broader understanding and implementation of policies, the updated college website shows all policies searchable by keyword. Regular program assessments and program reviews from instructional programs, student and learning support services, and all other administrative units provide evaluation of practices in all areas. The governance process was evaluated in 2020 and each year committees conduct self-evaluations for improvement.

The college believes it meets this Sub-Standard.

> *I.B.8.The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

Channels through which the college communicates the results of assessment and evaluation activities include but not limited to:

- the college's strategic plan, mid-term report (I.B.14), and workshops
- annual assessments of academic and non-academic programs – TracDat (Table 1.B.5.1)
- cyclical program reviews
- survey findings presented within the participatory governance structure
- annual institutional assessment reports
- annual Program Assessment Summary discussions during fall faculty workshops

Based on its definition of purposeful dialogue, the college believes that broad communication of assessment results must be *"multi-directional and ongoing"* and *"focused on achieving published missions and goals."* The college has experimented with creative ways to share results, including a video report

(I.B.55) of the institution's 2019 'Strengths-Weaknesses-Opportunities-Challenges' analysis, posted on the college's [YouTube channel](#) (I.B.55) which allows viewers to engage in the content by liking and or sharing. This report is one of the most viewed videos on the college's channel and complements the [written report](#) (I.B.57) of the same event. The *Institutional Check-In* component of 2020's online summit presented evaluation results and posed both open and closed questions ([appendix 4.1, 2020 Online Summits Report](#)) (I.B.58).

The assessment pages of the college website communicate the latest results of assessment and evaluation activities. Furthermore, the NewsFeed and official Facebook pages are regularly used to share findings, for example, a survey of the community to understand what people consider the most [important challenges facing the college](#) (I.B.59) the results of the [COVID-19 vaccination survey](#) (I.B.60).

Analysis and Evaluation
Results of assessment and evaluation activities are communicated across and beyond the institution, and there is a shared understanding of the college's strengths and weaknesses. Increasing use of social media and experimenting with creative presentation of information has allowed the college to communicate information in non-written formats which work well for those who prefer audio or visual presentation of evidence.

The January 2022 all campus meeting focused on the [results](#) (I.B.23) of the Employee Engagement Survey and improvement plans. The meeting was held through Zoom with over [157 sign-ins](#) (I.B.22) recorded. The format of the meeting allowed for questions and answers by all participants.

> *I.B.9 The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

Evidence of Meeting the Standard
Continuous, broad based, systematic evaluation and planning. The college process for engaging in continuous, broad based, systematic evaluation and planning is also described in Standard I.A.3 and Standard I.B.5. The planning cycle describes how the college's mission guides strategic and integrated planning and focuses on improving student learning and student achievement. Evaluations of the strategic plan, annual program assessment and regular program reviews are part of the planning cycle.

The process for program assessment is described in I.B.2 and program review in I.B.5. The [Assessment Team](#) (I.B.61) formed in 2018 reviews all program assessment and program reviews for all units across the college. Assessment of the strategic plan addresses how well the college is meeting its mission through identified Mission Fulfillment Indicators.

Annual program assessment recorded in TracDat links results, improvements, and follow-ups from one-year to the next year's cycle of assessment. Program reviews address student learning and achievement as well as looking at enrollment, cost and relevancy of the program. Both program assessment and program review findings and recommendations guide improvement planning at the

program level. Program assessment and program reviews also affect development of the college's budgets and resource allocations as described in Standard I.B.6.

Planning addresses short- and long-range institution needs. The college's *Strategic Plan 2018-2023* (I.B.62) provides long term planning for the institution. Current and past plans and evaluations are recorded on the college webpage at http://www.comfsm.fm/?q=strategic-plan. The strategic plan is supported by the *Integrated Educational Master Plan (IEMP)* (I.B.63) matrix that provides strategies, targets, and resources needed for instructional and non-instructional programs. The narrative (I.B.64) describes the current state of the college, future plans, planning cycle, and both include components on technology, financial, human and physical resources.

The COM-FSM Strategic Plan 2018-2023 has had a mid-term review (I.B.14), and preparation of the next planning cycle is underway.

Analysis and Evaluation
The college has a comprehensive planning and evaluation system. Long term planning is guided by the college's strategic plan. Short-term planning is guided by the IEMP that provides linkages among instructional programs and priorities, learning support services, human resources, technology, and administrative services. The strategic plan, the IEMP, and associated institutional and mission fulfillment indicators provide the framework for decision making and reporting on the college progress towards meeting its mission, tracking and monitoring institutional effectiveness, and academic quality. The College believes that it meets this Sub-Standard.

Conclusions on Standard I.B. Assuring Academic Quality and Institutional Effectiveness
Assuring Academic Quality. The college uses a variety of avenues to promote sustained, substantive and collegial dialog which include governance committee meetings, college summits, college reports, all campus meetings and workshops. Student learning outcomes are defined for all courses, programs, student and learning support services, and the institution. Outcomes are assessed annually for all entities. Institution-Set Standards are identified for student learning and student achievement and are published on the college website. All improvements and resource allocations are based on assessment data.

Institutional Effectiveness. Program reviews provide data for assessment of meeting the college mission and evaluation of goals and objectives. Data is disaggregated by program type and mode of delivery. The college was approved by ACCJC to offer distance learning February 2021. The college is able to identify subpopulations of students for learning and achievement gaps. Strategies are implemented to address these gaps. The college uses a five-year plan to regularly evaluate college policies and practices in all areas of the institution. Assessment results and evaluation activities that share strengths and weakness include publication of program assessment summaries, discussions at college-wide summits, and social media sites. Finally, the college has an established planning cycle for integrating program assessment, program review and resource allocation into strategic planning that leads to improvements in academic quality and institutional effectiveness, and assures meeting the college mission.

Improvement Plan(s)

Standard	Improvement Plan	Responsibility	Timeline
I.B.4	The college will evaluate the human resource needs for the Office of Institutional Effectiveness and determine appropriate personnel needed to meet the data demands of the college.	IEQA & Pres.	2022-2024
I.B.5 & 6	Adopt and learn to use a LMS that integrates with the student information system and TracDat to link and disaggregate data for assessment of student learning outcomes.	IA, IEQA	2022-2024

Standard I.B Table of Evidence

I.B.1	**Institution Set Standards and Mission Fulfillment Indicators. (2022 May 04). https://www.dropbox.com/s/oiadv2pthqrhiin/I.B.1%20Institutional%20Set%20Standards%20and%20Mission%20Fulfillment%20Indicators%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0**
I.B.2	Strategic Plan Measures of Success 2018-2023. https://www.dropbox.com/s/qc6ormzih1mzltw/Strategic%20Plan%20Measures%20of%20Success%202018-2023.png?dl=0
I.B.3	Faculty Writeshop (2022 April). https://www.dropbox.com/s/snjedjcb5oil7tg/FACULTY%20WRITE-SHOP%20Spring%202022_Report.pdf?dl=0
I.B.4	Faculty Workshop. (August 12-13, 2019). https://www.dropbox.com/s/54glkua1ipcikbl/Fall2019--Faculty%20Workshop%20%28Aug.12-13%29.pdf?dl=0
I.B.5	Curriculum Committee Minutes (2019 February 18). https://www.dropbox.com/s/vk2evykj3kkudk8/CC Minutes feb 18 2019 %28002%29.pdf?dl=0
I.B.6	Student Success Committee Minutes (2020 Nov. 06). https://www.dropbox.com/s/s1cqs3nlk9ivlqc/SSC%202020%2011%2006.pdf?dl=0
I.B.7	Assessment Team Minutes (2019 Sept. 17) https://www.dropbox.com/s/gz8xraypzqr79xd/at%202019%2009%2017%20minutes.pdf?dl=0
I.B.8	Assessment Summit, *Making Assessment Worthwhile*, with Linda Suskie. https://www.dropbox.com/s/hyq3kzjl8pa3kvv/2017%20Assessment%20summit%3A%20Making%20Assessment%20Useful%20and%20Worthwhile.pdf?dl=0
I.B.9	Assessment Summit, *Keeping Things Simple*, with Linda Suskie (August 2017). https://www.dropbox.com/s/ff49gjxyhrcemrx/2017%20Assessment%20Summit_Keeping%20things%20simple.pdf?dl=0
I.B.10	Student Success Committee Minutes (2022 Feb. 04). https://www.dropbox.com/s/mu202keehaidi57/SSC%202022%2002%2004%20revised%20minutes%20.pdf?dl=0
I.B.11	Recruitment, Admissions, and Retention Minutes (2020 Dec. 02). https://www.dropbox.com/s/2vnfrh7665kpzup/RARC_Dec%202020minutes.pdf?dl=0
I.B.12	Culturally Relevant Pedagogy Workshop (2019 April 30) https://www.dropbox.com/s/9fb94cy2i1nubxa/Culturally%20Relevant%20Presentation%204302019.pdf?dl=0
I.B.13	2019-2020 Annual Assessment Report, *AS in Public Health*, p. 42. https://www.dropbox.com/s/w0e522ql9ft1l81/PAS%20for%20AS%20in%20Public%20Health%2C%202019-2020%20Annual%20Assessment%20Report%2C%20pg%2042..png?dl=0
I.B.14	2021 Summit, *Turning Points Evaluation of Strategic Plan, Mission & Values*. (2021 June). https://www.dropbox.com/s/hjnh9pjnhzg331w/Turning-Points-Evaluation-of-Strategic-Plan%2CMission%26Values.pdf?dl=0
I.B.15	Board of Regent Meeting, VPIEQA Report. (2018 March 15). https://www.dropbox.com/s/z3oxdv6l4n0peal/BOR%20Report%20Institutional-Effectiveness%26Quality-Assurance%2020180315.pdf?dl=0

I.B.16	Board of Regent Meeting, Mission Fulfillment Indicators Report. (2017 Sept. 14). https://www.dropbox.com/s/rodfklc4tnbgqr7/BOR%209_14_2017%20COM-FSM_Mission_Indicators_06SEP2017.pdf?dl=0
I.B.17	Executive Committee Minutes (2020 Nov. 04). https://www.dropbox.com/s/xqlgqs8a3fgijzd/EC_Minutes-20-11-04.pdf?dl=0
I.B.18	FY 2021 Budget Consolidated Meeting Minutes. https://www.dropbox.com/s/ob2bj37u8iq0dsn/FY2021-Budget-Consolidated-Meeting-Minutes.pdf?dl=0
I.B.19	Board of Regent Directive (2018 Sept. 14). https://www.dropbox.com/s/9yoozvdmuj33ama/BOR%20recommended%20directive%209%3A14%3A18_10.a.-Adoption-of-IEMPA.pdf?dl=0
I.B.20	Student Success Committee Minutes. (2021 April 09). https://www.dropbox.com/s/21tedjr3u4cpymu/SSC%202021%2004%2009.pdf?dl=0
I.B.21	Faculty Trainings for Online Learning. https://www.dropbox.com/s/ga7crev7zmtpdza/Faculty%20trainings%202020.pdf?dl=0
I.B.22	All Campus Meeting Attendance (2022 Jan. 26). https://www.dropbox.com/s/b6yhec2fr5bd84o/All-Campus-Meeting-UserQos_94299916597.xls?dl=0
I.B.23	Employee Engagement Survey Results and Plans. (2022 Jan.) https://www.dropbox.com/s/87voge76stiuff5/EES%20Results%20and%20Plans.pdf?dl=0
I.B.24	Assessment of Student Learning webpage. https://www.dropbox.com/s/advi8pn007fz609/Assessment%20of%20Student%20Learning%20webpage.png?dl=0
I.B.25	2021-2022 General Catalog Learning Outcomes. https://www.dropbox.com/s/87i7orrnyjv1fly/General%20Catalog%20Learning%20Outcomes.docx?dl=0
I.B.26	Course Outlines. https://www.dropbox.com/s/5qgjviskk4czbum/I.B.26.Course%20Outlines%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.27	BP 3206 Course Outlines – New and Revised. https://www.dropbox.com/s/2d2cxbqd8t3grl0/I.B.27.%20BP-3206-Course-Outline.pdf?dl=0
I.B.28	BP 3309 Course Syllabus. https://www.dropbox.com/s/5bpvncwww4nt07y/I.B.28.%20BP3309-revised.pdf?dl=0
I.B.29	Institutional Assessment Reports. https://www.dropbox.com/s/uzsgplv7bmah6t3/I.B.29.%20Program%20Assessment%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.30	Table of PSLOs linked to ISLOs. https://www.dropbox.com/s/lzja4i3ih0o9mis/%20Table%20of%20PSLOs%20linked%20to%20ISLOs.pdf?dl=0
I.B.31	2019-2020 Institutional Assessment Report, p.10. https://www.dropbox.com/s/foq22elw5lq2blq/I.B.31.%20Institutional%20Assessment%20Report-AY2019-2020.pdf?dl=0
I.B.32	Institution Set Standard Report Table. https://www.dropbox.com/s/o8tcsfp3ud0xc3e/ISS%20Report%20Table.pdf?dl=0
I.B.33	National Community College Benchmark Project Reports. https://www.dropbox.com/s/apdj4ew4kmi5a2d/I.B.33.%20National%20Community%20College%20Benchmark%20Project%20Reports%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.34	Community College Survey of Student Engagement Reports. https://www.dropbox.com/s/hnifxmfog6gie9i/I.B.34.%20CCSSE%20Reports%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.35	College of Micronesia-FSM Program Assessment and Program Review Manual, p.10. https://www.dropbox.com/s/bj6avyygj4mzh6d/Institutional%20Planning%20Cycle%2C%20p.10.png?dl=0
I.B.36	College of Micronesia-FSM Program Assessment and Program Review Manual, pp.11-13. https://www.dropbox.com/s/3kog71w1nele23p/I.B.36.%20Program-Assessment-and-Program-Review-Procedures-Manual.pdf?dl=0

I.B.37	FY 2021 Budget Guidelines. https://www.dropbox.com/s/0z3wmh3i79syj9u/I.B.37.%20FY2021-COM-FSM-BUDGET-GUIDELINES-%20August-28-2019-001.pdf?dl=0
I.B.38	Fall Course Completion Rates by program type and mode of delivery. https://www.dropbox.com/s/x9ge6j7moq3kryp/Fall%20course%20completion%20rates%20by%20program%20type%20and%20mode%20of%20delivery.xlsx?dl=0
I.B.39	College of Micronesia-FSM Substantive Change Proposal for Distance Learning at COM-FSM. (2021 Jan. 3) https://www.dropbox.com/s/oq4ravhs6iw4jxd/Substantive_Change_Proposal_DE-2_Final.pdf?dl=0
I.B.40	Office of Institutional Effectiveness research on distance learning. https://www.dropbox.com/s/20unifgohu4rkkd/Equity%20x%20Equipping%20Students%20for%20Studies.docx?dl=0
I.B.41	College Data Tables. https://www.dropbox.com/s/va7w0i8vew48xa6/College%20Data%20Tables.xlsx?dl=0
I.B.42	Yap Campus report to Board of Regents 2018 March 15. https://www.dropbox.com/s/z3yhwkswfj9oe69/Yap%20Campus%20report%20to%20Board%20of%20Regents%202018%20March%2015..png?dl=0
I.B.43	Office of Institutional Effectiveness study on Students withdrawing from online classes. https://www.dropbox.com/s/h0apl0trg0ckze7/OIE%20research%20on%20Withdrawn%20or%20Failed%20Students%20-%20trends%20with%20COVID19.pdf?dl=0
I.B.44	WeCares Student Aid Program. https://www.dropbox.com/s/4slvkiy5l5rfa8i/Application-Form-We-Care-Student-Aid-1.pdf?dl=0
I.B.45	Budget Guidelines 2018-2023. https://www.dropbox.com/s/6y4u0eufd8j41j7/I.B.45.%20Budget%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.46	Workshop Materials: *Integrating Policies, Processes and Procedures*. https://www.dropbox.com/s/6y4u0eufd8j41j7/I.B.45.%20Budget%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.47	Implementation of Policy Training. https://www.dropbox.com/s/6y4u0eufd8j41j7/I.B.45.%20Budget%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
I.B.48	BP 2200 Participatory Governance Policy. https://www.dropbox.com/s/d2saja55m4b2xm3/I.B.48. BP2200 Participatory Governance.pdf?dl=0
I.B.49	College of Micronesia-FSM Governance Report. (2020 Sept. 13). https://www.dropbox.com/s/5czfhjoxrig3bwb/2020-COM-FSM-Governance-Report.pdf?dl=0
I.B.50	BP 3202 Instructional Program Review. https://www.dropbox.com/s/ppt1hxb87615r00/I.B.50. BP3202.pdf?dl=0
I.B.51	Assessment Team Minutes 2019 April 15. https://www.dropbox.com/s/pwrauq0ivluyuld/at%202019%2004%2015%20minutes.pdf?dl=0
I.B.52	Assessment Team Minutes 2020 Jan. 22. https://www.dropbox.com/s/j6vlnrl2vuvxp3z/at%202020%2001%2022%20minutes.pdf?dl=0
I.B.53	*Assessment of the COM-FSM Administrative Unit Program Review Process – Towards an Ecological Approach*, Final ALA Project. Kocel, Caroline. https://www.dropbox.com/s/w087agz64mrbl40/Admin%20Unit%20Program%20Review_ALA_evaluation.pdf?dl=0
I.B.54	Board Master Planning Calendar. https://www.dropbox.com/s/2l8pnynfrfpzmf1/I.B.54. Board Master Planning Calendar.pdf?dl=0
I.B.55	COM-FSM Summit and Mini Summit 2019 video. https://www.youtube.com/watch?v=hqD9QuDmyq0
I.B.56	COM-FSM YouTube Channel. https://www.youtube.com/channel/UC77nXLBMBx3ZSHXnWePIe8w/videos
I.B.57	College of Micronesia-FSM 2019 Visioning Summit & Mini-Summits Report. https://www.dropbox.com/s/3ogi1gkqoa5x6cc/2019-Final-Summit-report.pdf?dl=0
I.B.58	College of Micronesia-FSM 2020 College and Community Online Summits report, Annex 4.1. https://www.dropbox.com/s/5czfhjoxrig3bwb/2020-COM-FSM-Governance-Report.pdf?dl=0

I.B.59	Newsfeed – COM-FSM Presidential Search. ( ) https://www.dropbox.com/s/io1wh892nd7nw2o/Newsfeed_COM-FSM%20Presidential%20Search.pdf?dl=0
I.B.60	More than 40% of COM-FSM Employees are Vaccinated. https://www.dropbox.com/s/y7l972hakumj494/COM-FSM%3A%20More%20than%2040%25%20of%20COM-FSM%20Employees%20Are%20Vaccinated.pdf?dl=0
I.B.61	Assessment Team Terms of Reference. (2018 May 29). https://www.dropbox.com/s/e6c1mk1eo808qoy/assessment%20team%20terms%20of%20reference%202018%2005%2029.pdf?dl=0
I.B.62	2018-2023 COM-FSM Strategic Plan. https://www.dropbox.com/s/blzfqsnm14wf4ur/COM_FSM_Strategic_Plan_2018_2023-1.pdf?dl=0
I.B.63	Integrated Educational Master Plan Matrix (2018). https://www.dropbox.com/s/nh2mcttvzsbppok/I.B.63._IEMP-Matrix-2018-2023_Edited_07_03_19.pdf?dl=0
I.B.64	Integrated Educational Master Plan narrative. (2018-2023). https://www.dropbox.com/s/tubmneuih536ou1/IEMP-Narrative-2018-edited_20_09_18.pdf?dl=0

Standard I.C. Institutional Integrity

1. *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Evidence of Meeting the Standard

Clarity, accuracy, and integrity of information. The college's online General Catalog (I.C.1) describes the college's mission, institutional and program SLOs, programs of study, and student support services. The *General Catalog* is updated annually and released at the beginning of the fall semester. Minor updates are done as the need arises. The Publications & Graphics Office under the Information Technology Office (ITO) is responsible for these updates.

Board Policy (BP) 2000 (I.C.2) designates the online catalog as the official catalog of the college and requires that the catalog be revised annually. When substantive changes occur during that year, BP 2000 further requires those changes be published on the college website under the area titled "Updates to the Catalog" (I.C.3). BP 2000 requires the college make every effort to provide the most accurate, up-to-date information possible in the online catalog. The Publications & Graphics Office works in direct collaboration and involvement with the President's Office, Instructional Affairs, Student Services, and the Human Resources Office to achieve this goal.

The college's statement of accreditation (I.C.4) is visible in the *General Catalog* and in the footer of all the pages on its official website (I.C.5).

Analysis and Evaluation

The college produces an annual online catalog rather than the previously printed biennial college catalog. When substantive changes are made during that academic year, and subsequent to the release of the online catalog, they are highlighted in the "*Updates to the Catalog*" section of the catalog page on the college website. The COM-FSM Publications Standards Manual (I.C.6) guides the accuracy and clarity of additional published information related to mission, academics, institutional data, student services and human resources. The college believes it meets the Sub-Standard.

2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)*

Evidence of Meeting the Standard

Catalog published with precise, accurate and current information. As articulated, the college provides an annual, online General Catalog (I.C.7) that is continuously updated with precise, accurate, and current information as supported by BP 2000 and AP 2000. The distribution of that information appears in the catalog (I.C.8) as stipulated by the Eligibility Requirement 20.

Analysis and Evaluation

The college meets the Sub-Standard by publishing an annual, online *General Catalog* that provides students and prospective students with precise, accurate, and current information including all required components of ER 20. The process for assuring compliance is articulated in BP 2000, AP 2000, and the COM-FSM Publications Standards Manual (I.C.9).

3. *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matter of academic quality to appropriate constituencies, including current and prospective students and the public. (ER19)*

Evidence of Meeting the Standard

Communicating documented assessment and student achievement of student learning and evaluation of student achievement is documented at course level by faculty. At the end of each semester, instructional coordinators support and ensure that faculty transfer assessment data into the assessment management software, Nuventive TracDat (I.C.10). Assessment data (I.C.11) is used in program assessment summaries, which evaluate student learning and achievement at program level, and is presented in annual *Institutional Assessment Report* (I.C.12) published online. This report includes assessment of institutional student learning outcomes. Every two years (Certificate programs), four years (Associate) and seven years (Bachelor), the bigger picture of academic quality is evaluated through program review. Current and prospective students and the public are able to view matters of academic quality by program and at institutional level on assessment webpages; as demonstrated by the Liberal Arts/Health Careers Opportunity(HCOP) assessment page (I.C.13).

Analysis and Evaluation

A working group evaluated the challenges associated with the college's use of Nuventive TracDat, grouping their findings (I.C.40) into five categories: configuration, assessment needs, reporting, training, and infrastructure and connectivity. In the State campuses, administrators spoke of faculty staying on campus late at night (I.C.14) to get the maximum internet bandwidth possible. These challenges presented obstacles for lead writers of program reviews struggling to collect the necessary data for programs being taught at multiple campuses. This resulted in inconsistent updating of assessment webpages.

While the Assessment Team aimed to support lead writers of program reviews by conducting regular workshops, it was clear that the existing assessment processes relied upon two distinct yet incompatible systems: Schoology, a Learning Management System, and Nuventive, an Assessment Management Software. This incompatibility resulted in doubling the data burden on faculty; having already documented student learning and evaluated their achievement in Schoology, they then had to manually transfer this into the Nuventive system.

These complexities, coupled with Schoology's exit of the higher education market in 2019, led the Assessment Team to consider whether the college can adopt either a single learning management system with assessment management capabilities, or a learning management system which integrates with a separate assessment management software.

Seven instructors piloted (I.C.15) eleven courses and fourteen sections, instructing 223 students on Canvas as a learning management software in Spring 2021. Initial findings have demonstrated that paired with business intelligence tools, Canvas (I.C.16) has the potential to serve as a learning

management software with the power to disaggregate data by gender, state of origin, major, programs, course, sections, and other data points included in the Student Information System (SIS).

Assessment data derived from Canvas allow for faster collection and delivery of assessment data lessening the need for faculty to compile and input the information. Data can be inputted into Nuventive TracDat or live data could be linked to software like Tableau or Google Data Studio. For the Canvas pilot, Google Studio was used to exemplify how that integration could work and real-time dashboards (I.C.17) of course level outcomes could be used.

4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard
Descriptions of Certificates and Degrees and Learning Outcomes. The college describes its certificates and degrees in terms of their purpose, content, course requirements, and expected program learning outcomes in the online *General Catalog* which is also downloadable. Additionally, all Course Outlines, provided under the Academics drop down menu on the college website, articulate both program (PSLO)and course student learning outcomes (CSLO). Further, as previously described, program student learning outcomes are provided with the PASs under the Assessment of Student Learning section of the website.

Analysis and Evaluation
The college meets the Sub-Standard by ensuring this information is provided in each publication of the annual online General Catalog and in the course outlines.

5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard
Board Policy 2001 (I.C.18), *Policy on policies*, requires that all policies are reviewed on an established schedule and through an established pathway. All policies, together with their associated administrative procedures, undergo review for effectiveness, currency and integrity at least every five years, following the Board of Regent's Master Planning Calendar 2018-2022 (I.C.19). Board of Regents' agendas (I.C.20) present which policies were reviewed, the path of which can be traced through minutes of meetings of standing committees (I.C.21), Executive Committee (I.C.22), and the board (I.C.23) itself.

A screenshot (I.C.24) of the webpage Manuals and Handbooks*,* shows the regular updates of college publications, including the annual student guide, *Curriculum Handbook* (2018), and *Program Assessment and Program Review Manual* (2017).

In July of 2021 senior management at the college participated in a three series workshop on policy development (I.C.25) to help inform the development, review, and execution of college policies.

Analysis and Evaluation

The college meets the Sub-Standard by defining and following a schedule for board policies, administrative procedures, and publications. As part of the ISER gap analysis, COM-FSM conducted a comprehensive analysis of the policy review master-planning calendar to identify and act upon any policies overdue for review. The analysis found a policy coordinator is required to assure the integrity of the review process, maintain currency, and work with committee officers at the start of each academic year to clarify the policy review expectations. As it stands, the vice president of Institutional Effectiveness and Quality Assurance, as the secretariat for the standing committees, serves as that catalyst.

6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

The college accurately informs current and prospective students regarding total cost of education through the Financial Aid (I.C.26) webpage, the online *General College Catalog* section titled Student Fees and Other Financial Obligations (pg. 33), the "*Net Price Calculator*" (I.C.27) located under the Student Services tab on the college website, and each year the college publishes a "*Student Financial Aid Handbook*" (2020-2021, pg.16) (I.C.28) online and in hard copy. Finally, under the Academics tab is the Gainful Employment (I.C.29) information for career and technical education programs.

Analysis and Evaluation

The college meets this Sub-Standard by providing multiple means by which students and prospective students are accurately informed of the total cost of education.

7. *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

Evidence of Meeting the Standard

BP 3120 (I.C.30) recognizes the principle of academic freedom for students and BP 6002 (I.C.31) for faculty. These polices are also published in the General Catalog, the Faculty Handbook, and the Student's Guide. The Code of Ethics, expressed in BP 6029 (I.C.32) includes the *Faculty Statement of Professional Ethics*, which states "*As educators, faculty members encourage the free pursuit of learning in their students"* and "*As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to public understanding of academic freedom.*" Student reports of violations of academic freedom are reported to the vice president for instructional affairs as stipulated by AP 3120 (I.C.35), while AP 6029 calls for reports of faculty violations of academic freedom and code of ethics to be made to the immediate supervisor and appropriate vice president. Adherence to the code of ethics is evaluated in point 8 - Professionalism-in the *Instructional Faculty Evaluation Form* (I.C.33). The process for reporting violations of the Code of Ethics is found in AP 6029 (I.C.34), which calls for a review process and disciplinary actions if the assessment yields a violation.

Analysis and Evaluation

The college publishes policies on academic freedom and responsibilities to support the pursuit of academic freedom for faculty and students. There have been no reports of violations during the period covered by this report. The college believes that it meets the Sub-Standard.

8. *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard

The college's [Academic Honesty Policy](I.C.36) is widely published, including in every version of the General Catalog, the Student Guides, and the Faculty Handbooks. This policy is discussed with students during orientation, at faculty trainings and included in every course syllabus, and reviewed at the beginning of each semester. A required course in the GenEd curriculum, *[Expository Writing II EN-120b](I.C.37)* ensures that all students "Define plagiarism and take the steps necessary to avoid it" (CSLO 2.4).

The College's Code of Ethics states, "*Academic integrity and honesty are fundamental to the education process and the College of Micronesia-FSM. The college upholds and enforces high standards of academic honesty, and therefore does not condone cheating, plagiarism, or any related form of academic dishonesty*". The accompanying administrative procedures to each of the above policies, (AP 3116 and AP 6029) describe the specifics regarding student behavior, academic honesty and the consequences for dishonesty.

Following the COVID-19 outbreak and shift to online learning in summer 2020, the college authenticates the identity of all distance education students in the following manner:
1. Each student is issued a unique COM-FSM ID number associated with an issued username and a password that they set.
2. Students register with their personal usernames and passwords.
3. Like all other students enrolled at COM-FSM, distance education students are required to use their username and password to access their distance education course materials and online resources.
4. It is a breach of the [Violations of Responsibility Policy](I.C.38) to share usernames and passwords. The Violations of Responsibility Policy applies to all virtual and physical locations of COM-FSM. Violations that occur in distance education courses are subject to the same procedural actions as violations occurring in onsite classroom settings. This stipulation for maintaining consistent procedural actions includes policies regarding cheating, plagiarism, collusion, and other acts of academic dishonesty.
5. The college has added a couple software tools to ensure academic honesty; Lockdown Browser and Turnitin for checking plagiarism. They have been added onto the college's learning management system to promote academic integrity in the online learning environment.

Analysis and Evaluation

The college's established policies and procedures promote honesty, responsibility and academic integrity. The policies apply to all constituencies and include the requisite specifics for standard I.C.8. The vice president for instructional affairs keeps a file for reports of academic dishonesty by

students. There have been seventeen reports and examples will be shared upon request by peer review team.

9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard

As noted in I.C.8 the *Faculty Handbook* (I.C.39) contains a *Code of Ethics* that is comprised of both the *Faculty Statement of Professional Ethics* (p.22) and the *Faculty Code of Ethics* (p. 23). This *Code of Ethics* by policy makes clear each faculty member's responsibility to practice intellectual honesty, academic freedom, foster freedom of inquiry, and to respect and defend the free inquiry of their associates and students. Faculty are asked to sign the Faculty Statement of Professional Ethics to reinforce the necessity for distinction. This distinction for faculty on personal conviction is further extended for consideration when faculty members are outside the classroom and college.

> *As members of their community, faculty members have the right and obligations of any citizen. They measure the urgency of these obligations in the light of their responsibilities to their disciplines, to their students, to their profession and to their institution. When they speak or act as private person, they avoid creating the impression that they speak or act for the college. As citizens engaged in a profession that depends upon freedom for its health and integrity, faculty members have a particular obligation to promote conditions of free inquiry and to public understanding of academic freedom.*

Academic supervisors conduct regular classroom observations of both full-time and part-time faculty teaching residential courses, and supervisors monitor online class activities through the learning management system. This gives the supervisors the opportunity to note any concerns for violation of this Standard. Students complete a *Student Evaluation of the Instructor and Course* for each class (both residential and online) and have the opportunity to express concerns for violation of this Standard on item #9 which reads, "The instructor presented data and information fairly and objectively, distinguishing between personal beliefs and professionally accepted views." This item is rated 1-5 with 5 being strongly agree.

Analysis and Evaluation

The college meets this Sub-Standard by a Code of Ethics that is provided to faculty in BP 6029, the *Faculty Handbook*, and by requiring faculty to sign the Faculty Statement of Professional Ethics. Both supervisors and students conduct regular evaluations of faculty that provides on-going opportunity to safeguard against Standard violation. The faculty evaluation item #8 Professionalism (adheres to the professional code of ethics) has not indicated a violation of this Standard for the period covered by this report.

10. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard

The *Code of Ethics* BP 6029 has been discussed in I.C.7, I.C.8, and I.C.9. Additionally, all new employees attend an orientation during which they must sign to confirm they have received a copy of the Human Resources Policies, which includes BP 6029. This policy is published on the website.

COM-FSM does not seek to instill specific beliefs or world views and takes care to avoid doing so as discussed in the response to Standard I.C.9. The college does not seek to instill specific beliefs or world views and takes care to avoid doing so as discussed in the response to Standard I.C.9, and thus portions of this Standard are not applicable to COM-FSM as a public institution operating in a secular nation.

Analysis and Evaluation

The college meets this Sub-Standard by providing clear prior notice of the *Code of Ethics* BP 6029 to all new employees during employee orientation and by ensuring the policy is also published to the college website. As discussed, this policy is also repeated in the *Faculty Handbook* and faculty are required to sign the *Faculty Statement of Professional Ethics*.

11. *Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard

COM-FSM does not, nor does it have any intentions to, operate in foreign locations.

Analysis and Evaluation

Because the college does not operate outside of the FSM, nor does it have any plans to do so, this Sub-Standard is not applicable.

12. *The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)*

Evidence of Meeting the Standard

The college publishes all ACCJC reports and communications online on the Reports Archive (I.C.41) page. All communications and reports have been submitted on time. As an example, the president responded to ACCJC's letter of concern dated August 3rd 2018 on December 19th 2018 and followed up formally in the mid-term report of January 2020.

When directed to act by the Commission, the college responds to meet requirements articulated by the Commission, and the institution always discloses information required by the Commission. The college publicly shares this information through its website on the Report's Archive, or via its newsfeeds that are shared online through its social media outlets. ACCJC's August 2018 Letter of Concern (I.C.42), and the college's response (I.C.43) where both posted via the college's website for public information.

Evidence of meeting the standard is further demonstrated by the *Certification of Continued Institutional Compliance with Eligibility Requirements* and *Certification of Institutional Compliance with Commission Policies.*

Analysis and Evaluation
The college believes that it meets this Sub-Standard because it operates with upmost integrity in regard to this Standard because it values the peer reviewed accreditation process. The college complies with Eligibility Requirements, accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes.

13. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)*

Evidence of Meeting the Standard
COM-FSM is only accredited by ACCJC. Honesty and integrity with ACCJC and the ACCJC commission is demonstrated in I.C.12. Advocacy of honesty and integrity are addressed in standards I.C.7, I.C.8 and I.C.10 and apply to all constituencies.

The college interacts with the following external agencies:
- FSM Government
- US DOE
- IPEDS
- Grant-giving entities Pacific Postsecondary Education Council

Changes in accredited status are made in close communication with ACCJC (I.C.12) and are communicated to students and the public using the college Newsfeed, social media channels, and Board reports (I.C.44).

There are no complaints against the college for a failure to advocate and demonstrate honesty and integrity with any external agencies to whom the college reports.

Analysis and Evaluation
The college meets this Sub-Standard through high professional standards for honesty and integrity, lack of corruption, and through transparent practices.

14. *The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard
COM-FSM is a public institution whose purpose is mandated by Public Law 7-79 (I.C.45). The mission (I.C.46) states that the institution is *learner-centered* and provides *academic and career & technical educational programs characterized by continuous improvement and best practices.* BP 1210 (I.C.47) gives the Board responsibility to "*Ensure the institutional autonomy of the college*" while BP 1400 (I.C.48) ensures

that any monies or services are appropriated "*for the purposes of the college, its improvement or adornment, or for the aid to the students or faculty of the college*".

Since COM-FSM has no investors for whom it could generate financial returns, nor any related or parent organizations with whom it is affiliated, COM-FSM supports no external interests. The intent of this Standard is more relevant to private institutions, and because COM-FSM is a public institution, most of this Standard does not apply. Evidence of COM-FSM's commitment to high quality education, student achievement and student learning are presented throughout Standard I.B.

Analysis and Evaluation
Based on the evidence provided above, the college believes that it meets the Sub-Standard.

Conclusions on Standard I.C. Institutional Integrity
Through established policies, procedures, manuals, and handbooks the college's administration, faculty, staff, and governing board acts with professional integrity to be honest, ethical, and fair in their execution of their responsibilities. Through the systematic reviews of these policies and procedures, and the timely dissemination of these changes to its stakeholders, the college demonstrates its commitment to integrity through its policies, the actions that those policies drive, and its broad communications of these policies and procedures.

Improvement Plan(s)
None.

Evidence Table

I.C. [number]	[citation]
I.C.1	General Catalog Webpage (2021, July) https://www.dropbox.com/s/pvtx21yyznh272o/I.C.1-Catalog-College-of-Micronesia-FSM.pdf?dl=0
I.C.2	Board Policy 2000 (2014, March) https://www.dropbox.com/s/wed8qopbq7d7zki/I.C.2-COM-FSM-BP2000.pdf?dl=0
I.C.3	Catalog Updates Webpage (2018, August) https://www.dropbox.com/s/xj2minsd50sa2c6/I.C.3-Catalog-Updates.pdf?dl=0
I.C.4	General Catalog Statement of Accreditation (2021, July) https://www.dropbox.com/s/gwbwxr62edghyhu/I.C.4-Catalog-statement-of-Accrediation.pdf?dl=0
I.C.5	Homepage : Footer statement of Accreditation (2021, January) https://www.dropbox.com/s/u1yufi0kshk1z61/I.C.5-COM-FSM-Website-with-Accreditation-Footer.pdf?dl=0
I.C.6	Publications Manual Webpage (2020, January) https://www.dropbox.com/s/oubm5lipfrs6esy/I.C.6-Publications-Manual.pdf?dl=0
I.C.7	General Catalog 2020-2021 (2020, August) https://www.dropbox.com/s/7tapmjhtag89syq/I.C.7-General-Catalog-2020-2021.pdf?dl=0
I.C..8	Table of Catalog Location for ER 20 Requirements (2021, September) https://www.dropbox.com/s/aouo2gv96recbm1/I.C.8-Catalog-ER20-Requirements.pdf?dl=0

I.C.9	Publications Manual Webpage (2020, January) https://www.dropbox.com/s/8l7trwaotfgzxeo/I.C.9-Publications-Manual-COMFSM.pdf?dl=0
I.C.10	Screenshot of LA/HCOP (AA) Tracdat page (2022, February) https://www.dropbox.com/s/ukprzqw4vfbppzn/I.C.10-TracDat-Home.pdf?dl=0
I.C.11	LA/HCOP (AA) 2 Column Tracdat Report (2022, February) https://www.dropbox.com/s/2dsfsu9yc2xkh9b/I.C.11-LA-HCOP-Relationships-and-Assessment%20CSLO-by-Program-SLOs.pdf?dl=0
I.C.12	Program Assessment Webpage (2020, June) https://www.dropbox.com/s/4zms0d0pl3yaizb/I.C.12-Program-Assessment-COMFSM.pdf?dl=0
I.C.13	LA/HCOP (AA) Assessment Webpage (2020, June) https://www.dropbox.com/s/q8yq654iwgak2py/I.C.13-LA-Health-Careers-Opportunity%28HCOP%29-Assesment-page.pdf?dl=0
I.C.14	Minutes of "Improving What We Do II" (2019, August) https://www.dropbox.com/s/ardathq48arh18y/I.C.14-Improving%20What%20We%20Do%20II.pdf?dl=0
I.C.15	Report on the Instructure Canvas pilot spring 2021 (2021, August) https://www.dropbox.com/s/3t006hhrpttto69/I.C.15-Report-on-Canvas-pilot-spring-2021.pdf?dl=0
I.C.16	Canvas pilot report to Assessment Team (2021, September) https://www.dropbox.com/s/zl9qate5xeethog/I.C.16-Canvas%20pilot%20report%20to%20Assessment%20Team.pdf?dl=0
I.C.17	Dynamic Dashboard Screenshot: CSLO Fall 2021 (2021, December) https://www.dropbox.com/s/fa9zfkm03qo7r0r/I.C.17-Course_learning_outcomes_fall_2021.pdf?dl=0
I.C.18	Board Policy 2001 (2015, February https://www.dropbox.com/s/9v9sxbkm87pxcz4/I.C.18-COMFSM-BP2001.pdf?dl=0
I.C.19	BOR Master Planning Calendar (2017, June) https://www.dropbox.com/s/badnpca2v2a14gx/I.C.19-BOR-Master-Planning-Calendar-2018-2022.pdf?dl=0
I.C.20	BOR Agenda Webpage (2022, January) https://www.dropbox.com/s/c1wpy5qrruhr5zq/I.C.20-BOR-Agendas.pdf?dl=0
I.C.21	ICT Minutes of January 26, 2021 Meeting (2021, January) https://www.dropbox.com/s/twpwcrgqbo91r4u/I.C.21-ICT-Minutes-01-26-101%60.pdf?dl=0
I.C.22	EC Minutes of March 16, 2021 Meeting (2021, March) https://www.dropbox.com/s/lacieuq1emuhsah/I.C.22-EC_Minutes-21-03-16.pdf?dl=0
I.C.23	BoR Minutes of November 27, 2019 Meeting (2019, November) https://www.dropbox.com/s/4e0ihx5ga7rwpq0/I.C.23-BOR-Minutes-11-27-2019.pdf?dl=0
I.C.24	Manuals and Handbooks Webpage (2022, February) https://www.dropbox.com/s/stirb92zaodofdy/I.C.24-Manuals-and-Handbooks.pdf?dl=0
I.C.25	Workshop Two—Applying Best Practices in the Language and Structure of Policies and Administrative Processes to COM-FSM BPs (2021, July) https://www.dropbox.com/s/5n1ad1e0eou32jm/I.C.25-Intergrating-Policies-Processes-and-Procedures.pdf?dl=0
I.C.26	Financial Aid Webpage (2022, February) https://www.dropbox.com/s/clidunu8zt7zba4/I.C.26-FAO.pdf?dl=0
I.C.27	Net Price Calculator (2022, February) https://www.dropbox.com/s/8c9lgnca4nebsdz/I.C.27-Net-Price-Calculator.pdf?dl=0
I.C.28	Student Financial Aid Handbook (2021, August) https://www.dropbox.com/s/cxklj397rf0wgvm/I.C.28-FAO-Student-Handbook_2021_2022.pdf?dl=0
I.C.29	Gainful Employment Webpage (2020, February)

	https://www.dropbox.com/s/bzk4rrwu2b9tyeu/I.C.29-Gainful-Employment.pdf?dl=0
I.C.30	Board Policy 3120 (2013, March) https://www.dropbox.com/s/lgj7yx2zoh9vuw8/I.C.30-COM-FSM_BP3120.pdf?dl=0
I.C.31	Board Policy 6002 (2020, December) https://www.dropbox.com/s/lyem9ls6fczs733/I.C.31-COMFSM-BP6002.pdf?dl=0
I.C.32	Board Policy 6029 (2020, April) https://www.dropbox.com/s/ynd4iesz9iwz84l/I.C.32-BP-6029-Code-of-Ethics.pdf?dl=0
I.C.33	HR Manual Appendix G: Instructional Faculty Evaluation Form (2022, February) https://www.dropbox.com/s/1k1q3fvzz6re6xn/I.C.33-Appendix-G-InstructionalFaculty-Evaluation.pdf?dl=0
I.C.34	Administrative Policy 6029 (2015, April) https://www.dropbox.com/s/bgcr0gdid3w5ecq/I.C.34-AP-6029.pdf?dl=0
I.C.35	Administrative Policy 3120 (2013, March) https://www.dropbox.com/s/7zd8ndwehan0d3v/I.C.35-COM-FSM_AP3120.pdf?dl=0
I.C.36	Board Policy 3116 (2019, March) https://www.dropbox.com/s/xgzyaysb4tsy77j/I.C.36-COMFSM-BP3116.pdf?dl=0
I.C.37	EN 120B: Expository Writing II Course Outline (2019, May) https://www.dropbox.com/s/s0fvefjcq16fp2e/I.C.37-EN-120b-Expository-WritingII-Course-Outline.pdf?dl=0
I.C.38	Board Policy 8500 (2019, March) https://www.dropbox.com/s/ykk7m4yus8rl7s3/I.C.38-COMFSM_BP8500.pdf?dl=0
I.C.39	Faculty Handbook (2015, August) https://www.dropbox.com/s/jedl76kuszhhlf1/I.C.39-Faculty-handbook.pdf?dl=0
I.C.40	Technical Working Group Responses to TracDat (2020, July) https://www.dropbox.com/s/dn2g0ylfarldbti/I.C.40-TracDat-group-Findings-2019.pdf?dl=0
I.C.41	Reports Archive Webpage (2022, February) https://www.dropbox.com/s/jzzmqav4vxsask2/I.C.41-Reports-Archive.pdf?dl=0
I.C.42	Newsfeed "[*Accreditation] ACCJC Letter of Concern*" (2018, August) https://www.dropbox.com/s/nlu7ahypsd7q9w5/I.C.42-%5BAccreditation%5D-ACCJC-Letter-of-Concern.pdf?dl=0
I.C.43	Newsfeed "[*Accreditation] President Daisy's letter of response to ACCJC's Letter of Concern*" (2019, January) https://www.dropbox.com/s/v23nbzpqyyz7ucy/I.C.43-%5BAccreditation%5D-Response-to-ACCJC-Letter-of-Concern.pdf?dl=0
I.C.44	Examples of Communication of Substantive Change to Students, College members and the Public (2021, April) https://www.dropbox.com/s/dnvbkpaxnhudxgd/I.C.44-Subchange-communications.pdf?dl=0
I.C.45	Enabling Law: PL No.7-79 (1992, September) https://www.dropbox.com/s/mo7l1jmtrl9sftq/I.C.45-Enabling-Law.pdf?dl=0
I.C.46	Mission Statement Webpage (2020, January) https://www.dropbox.com/s/zcwhma96fcqmxi5/I.C.46-Mission-Statement.pdf?dl=0
I.C.47	Board Policy 1210 (2015, March) https://www.dropbox.com/s/vkxvw2csmnsoqmt/I.C.47-COMFSM_BP1210.pdf?dl=0
I.C.48	Board Policy 1400 (2018, December) https://www.dropbox.com/s/8hffoc5m4su5niv/I.C.48-COMFSM_BP1400.pdf?dl=0

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

Standard II.A. Instructional Programs

1. *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Evidence of Meeting the Standard
Fields of Study Consistent with Mission. All the institution's instructional programs, including distance education, presently offered are listed in the *General Catalog* and are consistent with the Mission Statement:

> The College of Micronesia-FSM is a learner-centered institution of higher education that is committed to the success of the FSM by providing academic and career & technical education programs characterized by continuous improvement and best practices, (*BoR Actions and Directives, March 8, 2017*).

To achieve its mission, COM-FSM's Integrated Educational Master Plan (II.A.1) discusses the future plans and mirrors the FSM's Strategic Development Plan, 2004-2023 (FSM SDP)(II.A.2) by providing programs that meet the nation's human resource needs in the key areas of agriculture, education, and health as shown in the catalog's list of programs and certificates (II.A.3) offered. The college has established institution-set standards with medium (1-3 years) and long-term (5 years) targets for improvement as part of the FSM SDP. As a recipient of Compact of Free Association funds from the FSM government, the college must link all activities and expenditures to the FSM SDP. The table below shows the rate of performance on the different sections of the institution-set standards.

A bachelor's degree in Elementary Education, approved by ACCJC (II.A.4) on October 25, 2018, was implemented in the fall 2019 term. This program meets one of the nation's expressed needs for economic development. Third- and Fourth-year courses are online to enable in-service teachers to attain their BS in Elementary Education without having to leave their home states.

Table II.A.1a. Performance Percentage on Relevant Institution Set Standards (ISS): AY 2016-2020

Rate of Performance on Institution Set Standards	ISS Target	AY2016	AY2017	AY2018	AY2019	AY2020
Transfer Rate	3.0	0.74	1.0	2.0	5.0	6.0
Employment Rate CTE Certificate	18.0	18.5	17.9	34.2	38.0	38.0
Exam Pass Rate Teacher Certification	76.0	84.0	72.0	86.0	73.0	56.0
BS Elementary Education (BS ELED) Graduates*	TBD	n/a	n/a	n/a	100.0	96.0

*BS ELED program was implemented in fall 2019 and its graduates were transfer students from the UOG partnership program. ISS is to be determined (TBD).

The institution set standard for employment rate is 18%

Appropriate to Higher Education. All college programs have learning outcomes, based on the higher levels of Bloom's Taxonomy and appropriate for post-secondary education (See Sub-Standard 5). All of the institution's campuses offer quality program implementation as required under BP 1500 (II.A.5), the policy on the roles of campuses, updated in March 2019 to include the BS program. The college maintains articulation agreements with 11 institutions, allowing students to transfer to other post-secondary institutions.

Student Attainment of Identified Student Learning Outcomes. The institution's programs result in student achievement of certificates or diplomas as demonstrated in Sub-Standard 5. Each faculty member from each of the five campuses is required to submit assessment data on course level student learning outcomes (CSLO) in TracDat at the end of each semester. Program reviews are done on a regular schedule (See Sub-Standard 16). The revised course outline format integrates learning outcomes at the course, program, and institutional levels. From AY 2016 to AY2020, COM-FSM made steady progress fulfilling its mission since 21 (87.5%) of the 24 total indicators were either achieved (17 indicators) or minimally achieved (four). Only three indicators (II.A.6) were not met. However, the Teacher Certification Pass rates dropped to 73% in AY 2019-2020, possibly due to the pandemic, which curtailed the examiners' travel.

Analysis and Evaluation
The integration among the college's *Mission Statement*, *Integrated Educational Master Plan*, and the *FSM Strategic Development Plan 2004-2023*, demonstrate that college degree and certificate programs do indeed address common goals and needs. The descriptions of college programs in Sub-standard II.A.5 verify that they are appropriate to higher education. Evidence from the college's *Institution Set Standards* documents steady progress in student achievement. Programs conduct surveys to collect transfer and employment data on graduates. The college has yet to develop and implement a systematic way to track transfer and employment of graduates. The college believes it substantially meets this substandard and will develop an improvement plan to better track transfer and employment status of graduates.

2. *Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

Evidence of Meeting the Standard
Faculty Engagement in Academic and Professional Standards. Faculty members ensure that Academic and Professional Standards meet expectations. They make sure teaching is efficient and that learning methods are appropriately used to promote students' success. Faculty is involved in systematic program design. At the beginning of each semester each state campus holds faculty meetings/workshops to plan what courses to offer for specific semesters, what was successfully accomplished at the end of the previous semester and what could rigorously be used as teaching methods and learning approaches for the students. As part of faculty duties and responsibilities item #6 in the *Faculty Handbook* pg. #13 (II.A.7), all faculty members are responsible for writing, assessing and revising course outlines.

Faculty members follow approved course outlines as defined in Board Policy 3206 (II.A.8) and Administrative Procedure 3206 (II.A.9). Approved and updated course outlines can be found on the college website at the following link (II.A.10). Part of the course outline process (II.A.11) documents that each faculty member who teaches the course has reviewed the course outline before it is submitted to Curriculum Committee to make sure the content and methods of teaching are generally agreed with and appropriate. Faculty members submit course level assessments (II.A.12) at the end of each semester. The course level assessments allow faculty to set clear goals for course improvement. Those goals are embodied in both Program Student Learning Outcomes (PSLOs) and Student Learning Outcomes (SLOs) for assessment in subsequent semesters.

Faculty members participate in program reviews which are completed every two years for one-year certificates and every four years for two-year associate degrees. Results of program reviews inform program improvement, planning and budget allocations. Education faculty (II.A.13) Collegewide (II.A.14) was involved in the development and implementation process of the bachelor's degree in Elementary Education.

Analysis and Evaluation
All faculty members regularly engage in the overall planning, implementation and assessment of courses and programs at the college. Semesterly course level assessment (CLA), yearly program assessment summary (PAS) and multi-year program reviews are ongoing processes that lead to continuous improvement of instructional programs. The college believes that it meets the Sub-Standard.

3. *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Evidence of Meeting the Standard

Learning Outcome Assessment. The College of Micronesia-FSM has existing policies and procedures as well as links on its webpage that describe the assessment of student learning outcomes. The college's policies (BP 3202 and BP 3206) (II.A.15) (II.A.8) govern regular program reviews and regular course outline revisions. The college's *Faculty Handbook* and its *Curriculum Handbook* specify the criteria for assessment of its learning outcomes (ISLOs, PSLOs, CSLOs) and sets the methods and strategies for assessing these learning outcomes. Board Policy BP 3202 specifies the institution's established cycles of its program reviews.

The college regularly assesses the learning outcomes of its degrees and certificates. At the conclusion of each assessment in the review cycle, documentation of assessment strategies, targets and emphases are accessible on the College's website at the following link (IIA.16).

Course Outlines and Learning Requirements. In order to meet the Standard and achieve the college's approved learning outcomes, the College of Micronesia-FSM publishes its Instructional Affairs policies (II.A.17) and procedures on its website. The college's approved and updated course outlines are available on the college's webpage. As an example, the CA100 course outline is provided in the following link (II.A.18). For each course taught, the assigned faculty member prepares a course syllabus (II.A.19) that includes learning outcomes from the officially approved course outline. The assigned faculty member distributes a copy of the syllabus to each student, posts the syllabus in the LMS instructional materials folder and/or emails it to students.

To ensure that students receive the course syllabi, faculty members give a quiz on the first week of instruction to ensure that students received, read, and understood the purpose of the course, expected learning outcomes of the course, content of the course, methods of delivery, the required texts, grade scales, and summative evaluation of the course.

The same procedures apply to the college's bachelor's degree in Elementary Education, which was approved in 2019.

Analysis and Evaluation

Through its BOR-approved policies and processes of course level assessment, program review, and program assessment (*Curriculum & Assessment Handbook*), the college continues to maintain programs and courses designed to ensure that learning outcomes are evaluated regularly. Ongoing reviews and assessments show that course outlines are at appropriate levels and that they remain relevant. The college believes that it meets the Sub-Standard.

4. *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

Evidence of Meeting the Standard

Pre-Collegiate Curriculum. In addition to college level courses, COM-FSM offers pre-collegiate or developmental courses in English (ESL) and mathematics. These courses are numbered 0_ _ and do not apply to associate degrees but do apply to certificate programs. Placement is determined by the COM-FSM Entrance Test (COMET).

All 100-level courses, with the exception of math, art, music, and agriculture, have ESL 089 Reading V or divisional placement to EN 110 Advanced Reading as a prerequisite. Degree students may place into developmental English (ESL 089, ESL 099) or math (MS 095, MS 096, MS 099) or test into Achieving College Excellence (ACE) and must successfully complete this series of courses before continuing with 100 level courses. Some students may spend the first semester or two in developmental coursework before beginning study in their major program. Placement is determined by the COM-FSM Entrance Test (COMET) and the criteria are described on the frequently asked questions (FAQ) (II.A.20) webpage.

The developmental level course outlines designate that students must achieve 70% mastery, or a "C", to move to the next level. The 100-level course outlines designate that divisional placement or completion of a corresponding 000 level course with a "C" or better is prerequisite. [Course Outlines for ESL 089, ESL 099, EN 110, EN 120a; and for MS 095, MS 096, MS 099, MS 100] appear in the *General Catalog* beginning on page 35].

Developmental courses can be offered in distance education as part of the approved substantive change for distance learning (II.A.21).
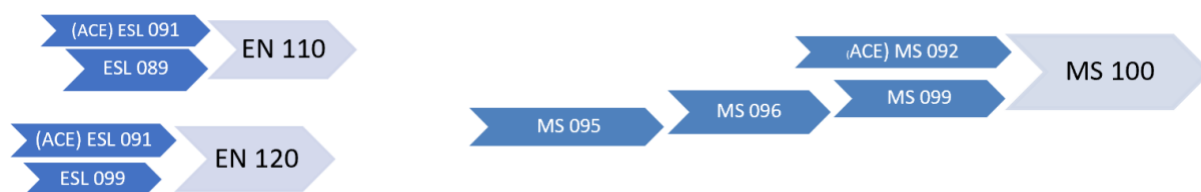
Figure II.A.4. Progression from Developmental Courses to Corresponding Degree Level Course

Support for Student Success ACE Students are directly supported with full time mentors. The largest ACE program at CTEC has four mentors; two for math and two for ESL, while the smaller programs at Chuuk, Kosrae, and Yap campuses have two mentors; one each for math and ESL.

Knowledge and Skill Progression.
The college tracks the performance and progress of all students in its development courses and then employs its assessment and program review processes to spark continuous improvement of these offerings.

Table II.A.4-1. Headcount and Success Rate (%) for ACE and Developmental Courses - AY2016-2020

Courses		AY2016	AY2017	AY2018	AY2019	AY2020
ACE I	Headcount	207	107	157	45	154
	%	**84**	**65**	**77**	**84**	**69**
ACE II	Headcount	471	196	294	121	220
	%	**59**	**56**	**70**	**74**	**44**
DEVED	Headcount	720	768	781	756	826
	%	**64**	**60**	**59**	**59**	**52**

While many students are able to transition to a 100-level course after one semester in a corresponding 0_ _ level course, not all students receive a "C" or better the first time they take a

developmental course. Tutoring is available to all students; however, not all students who could benefit from tutoring take advantage of tutoring. Table below presents the data on tutorial usage at the Career and Technical Education Center.

Table II.A.4-2. Success Rate of Students in Tutorial – AY2017-2019 at CTEC

Academic Year	# tutored	# passed	% passed	# F,W,I	% F,W,I
AY2017	123	94	76	31	25
AY2018	27	16	59	11	41
AY2019	69	33	48	36	52
AY2020*	-	-	-	-	-

* Tutoring Services were interrupted during the COVID switch to remote learning.

Students' use of the tutorial services at CTEC declined from 123 in AY2017 to 27 in AY2018 and 69 in AY2019. Data for Fall 2018 is not available, hence the low number for AY2018. More than half of the students tutored in AY2017 and AY2018 passed the courses tutored in while almost half passed in AY2019.

Analysis and Evaluation
The pre-collegiate curriculum is distinguished from collegiate curriculum by course numbers and by pre-requisites that are identified in course outlines. Developmental math and English courses allow students to begin their college studies while at the same time raise their reading and math skills to meet the challenges of college level curriculum. Distance learning provides the opportunity for students to take developmental courses from their state of residence. Mentoring and tutorial services strengthen student success in the pre-collegiate level curriculum. The college believes that it meets the Sub-Standard.

5. *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Evidence of Meeting the Standard
Adherence to Common Practice. All programs and courses follow the same framework with student learning outcomes that establish what students should be able to do after completion of the course and program. Components of every program include institutional and program student learning outcomes, and general education core requirements. The semester credit is applied at the college as defined by the U.S. Department of Education and prescribed by the board policy on credit units BP 3119 (II.A.22).

Length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Programs and courses follow the same structure to ensure appropriate breadth of programs. The framework includes major requirements, general education core courses in math, English, humanities, social, science, and electives. These components are listed in the degree completion or the individual development plan (IDP) for students. Based on *Board Policy 3206 Course Outlines – New and Revised*, all course outlines consistently follow the same structure and provide the expectations in terms of

breadth, depth, and rigor. The framework for course outlines (II.A.23) includes links that connect institutional, program, and course student learning outcomes.

Minimum Degree Requirements. The number of credits required for degrees and certificates offered at the college is stated in *BP 3101 Academic Program Requirements* (II.A.24) and the *COM-FSM General Catalog 2020-2021, p. 37-87* (II.A.25). Specific requirements of the Bachelor of Science Degree in Elementary Education are defined in the ACCJC approved *Proposal for the Establishment and Implementation of a Bachelor's of Science Degree in Elementary Education* (II.A.26).

Rigor and Course Sequencing. The upper division requirements are based on the results of the focus group discussions and surveys, and a review of the upper division education requirements of elementary teacher education programs at regional institutions, including the University of Guam, the University of Hawaii, Northern Marianas College, and Chaminade University of Honolulu.

The Third-Year Certificate of Achievement in Teacher Preparation-Elementary program consists of the first 31 credits of the Upper Division Requirements. Achieving this certificate is one of the requirements for the Intermediate FSM Teacher Certification level. All of these courses have been coordinated with the University of Guam Bachelor of Arts in Education: Elementary Education. The last 33 credits of the Upper Division Requirements include nine general education credits: EN/CO 205 Speech Communication (3 credits), ESS 200 Fundamentals of Wellness and Physical Fitness (3 credits), and EN 351 Performing Arts for the Elementary Classroom (3 credits). The course numbers of two of these courses do not reflect upper division courses; however the course outlines and requirements of these courses were revised in 2018 (II.A.27) to ensure that the student learning outcomes reflect higher levels of Bloom's taxonomy and require the rigor and depth of other upper division courses.

Furthermore, these courses (II.A.28) were selected based on the Elementary Education Program Standard of the National Council for Accreditation of Teacher Education (NCATE). The Upper-level Courses consist of student learning outcomes and accompanying assessment strategies with higher levels of Bloom's taxonomy and demonstrate the rigor commonly accepted among similar courses and degrees in higher education.

Table II.A.5-2. Third-Year Certificate Teacher Prep-Elementary Graduation Rates

	Cohort	GR100	%	GR150	%	GR200	%
Fall 2016	12	*	75.0	*	75.0	11	91.7
Fall 2017	12	*	25.0	*	33.3	*	33.3
Fall 2018	26	21	80.8	21	80.8		
Fall 2019	32	17	53.1				
Fall 2020	*	*	100				

*There are fewer than 10 students. The number has been withheld to preserve the confidentiality of the students.

Fall 2020 BS Education-Elementary Graduation Rates reflect transfer students from the Univ. of Guam BA program via articulation agreement.

Analysis and Evaluation

All programs at the college follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning and comply with the minimum required credits mandated by BP 3101.

The credit requirements for some programs are beyond the minimum requirements, which impacts student's timely completion. Examples of these programs include the following:

- Certificate of Achievement in Electronic Engineering Technology requires a total of 37 credits to complete; 15 General Education and 22 Technical requirements.
- Certificate of Achievement in Construction Electricity requires 38 credits; 13 General Education and 25 Technical requirements.
- The completion requirement for Associate Degree in Marine Science is 67 credits and 70 credits for Associate of Science Degree in Hospitality and Tourism Management.

Distance Education was piloted in summer 2020 and was fully implemented in spring 2021. This mode of delivery provides the flexibility for students to take classes without transferring to and from campuses. Online and residential courses will continue to be the mode of delivery for the college. The college believes that it meets the Sub-Standard.

6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

Evidence of Meeting the Standard

Course schedules. All institutional programs have a schedule of courses for each certificate, AS/AA program, and BS program offered on a semester basis. Figure II.A.6.1 offers one example.

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                         MICRONESIAN STUDIES
                          Suggested Schedule

First Semester                            Second Semester
EN 110 Advanced Reading .................3  EN 120b Expository Writing II...............3
EN 120a Expository Writing I .............3  SS 101 Introduction to Political Science...........3
MS 100 College Algebra..................3    SS 120 Introduction to Geography ...................3
SS 150 History of Micronesia ...........3    Humanities Elective ...............................3
CA 100 Computer Literacy ...............3    Science w/lab .......................................4
                              15                                                       16
                    Summer Session
                    SS 125 Geography of the Pacific Islands..........3
                    Exercise Sports Science course ......................1
                                            4

Third Semester                            Fourth Semester
Non-lab Science or Agriculture..........3    Open Elective .......................................3
Open Elective ...........................3    SS 212 Economy of Micronesia ......................3
SS 200 Research Methods ..............3     SS 220 Contemporary Issues in Micronesia. ....3
SS 205 Micro Government & Politics ...............3  SS 280 Directed Study: Selected Topics ..........3
SS 195 Micronesian Cultural Studies...............3                                  12
                              15
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Figure II.A.6-1. Micronesian Studies Suggested Schedule

Source: COM-FSM General Catalog, p. 55

Completing Program Within Expected Times. Certificate programs, a minimum of 30 credits, have suggested schedules leading to completion in one academic school year. AS/AA programs are a minimum of 60 credits, including 29 General Education credits, meant to be completed within two years. Once a student declares a major, following the program's suggested course schedule allows that student to complete their program within the established timeframe. The institution, with program instructors' advisement, schedules required courses progressively leading to degree attainment. BP 3103 Course Substitution Policy (II.A.29) allows students to replace one unscheduled, but required course with an equivalent one during their final semester. The availability of online courses makes it easier for both regular and working students to get needed courses in a timely manner.

The number of students able to complete their program within the time period consistent expectations of higher education is shown in the table below.

Table II.A.6.-1. Graduation Rates for Degrees and Certificates

	Degrees				Certificates			
	Cohort	GR 100%	GR 150%	GR 200%		Cohort	GR 100%	GR 150%	GR 200%
Fall 2016	210	1.4	23.8	35.7		193	19.2	23.1	30.8
Fall 2017	189	5.8	24.9	32.3		200	18.0	22.0	24.0
Fall 2018	188	6.4	17.6			171	18.1	20.5	
Fall 2019	145	2.1	110	20.9		110	20.9		
ISS		6.0	16.0	25.0			18.0	18.0	18.0

The table above consists of full-time first-time (FTFT) students who graduated at 100%, 150%, and 200%. The percentage 100% = students who graduated within two years; 150% = students who graduated within three years, and 200% = students who graduated within four years. In both certificate and degree programs, the average length of time necessary for a student to complete all requirements for a degree or certificate is three years. It took four years for most students to complete all requirements for a degree or certificate. Enrollment dropped between Fall 2017 and 2019 due to events such as out migration and results on the college entrance exam (COMET). In Fall 2018, the graduation rate for degree programs within two years met the 6.0% ISS but was below ISS in Fall 2016, 2017, and 2019. Graduation rates for degree programs within the 150% and 200% exceeded the ISS 16.0% and 25% respectively. Graduation rates for certificate programs surpassed the 18% ISS.

BP 3101 Academic Program Requirements (II.A.24) states the required number of credits needed to a complete certificate (30), an AA/AS degree (60), and the bachelor's degree with 120 semester credits. The Instructional Program Reviews Procedure (II.A.31) flow chart shows how data are collected on course completion rates.

Analysis and Evaluation
The institution strives to continually find ways to ensure student completion of certificates and degrees in a timely manner. For example, the registration process now can be done on line and the period of time that registration is open has been extended. Also, enrolling in online courses has enabled timely graduation. Teaching courses online has enabled students an enrollment path leading to timely graduation. Offering the majority of the Third- and Fourth-Year BS Education courses online has led to greater numbers of graduates, as the majority of these students are working teachers, and thus cannot take courses during the working day. Majors in Business degree programs are also benefiting from the availability of online courses, as many of these students are also full-time employees.

The data shown in Table II.A.6.1 reveal that the majority of students failed to graduate in a timely manner. Reasons for the delay include changing majors, family issues, transportation problems, or the requirement to pass developmental courses.

7. *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard
Delivery Modes, Methodologies COM-FSM instructors use multiple delivery modes, teaching methodologies and learning support services to meet the needs and learning styles of students. The established delivery mode had been residential until summer 2020 when online delivery was implemented due to the COVID19

Quick Change Artistry
When the COVID-19 Pandemic struck the country, the college was able to pivot to online instruction quickly and effectively during the summer of 2021, despite having little precious experience with remote learning. The college gained approval from ACCJC for its Substantive Change proposal by the following February. At that point 23 programs were approved. This effort exemplified the cooperative culture among administrators, faculty and staff across the entire institution. The experience also provided the college with an additional platform for delivering programs across its dispersed campuses.

emergency. Substantive change for distance education (II.A.32) was approved by ACCJC in February 2021 allowing delivery of distance education since spring 2021.

Courses that belong to programs offered at certain campuses are delivered in person while courses belonging to programs offered at multiple campuses are delivered online except for methods classes, internships, and practicum. Science and technology and trades classes with labs are delivered as hybrid classes. Course outlines (II.A.33) list the teaching methods such as lecture, lab, project, cooperative learning groups, for courses. Under *Board Policy No. 3206 Course Outlines- New and Revised* (II.A.8) course outlines are to be reviewed at least every five years or as indicated by student learning outcome assessment results to determine its relevancy to the current needs of students.

As established under *Board Policy No. 3400 Distance Education* (II.A.34) distance education courses and programs comply with the federal definitions of distance education. Regular and substantive interaction between instructor and students and online activities are graded and count toward the student's final grades.

Learning support services are available at all campuses for residential and distance education. The tutoring centers (II.A.35) located at counseling services at all the campuses provide individualized learning plans for student success and accomplishment of academic and personal goals. Number of tutors at each campus varies each semester and is determined by students' needs and availability of personnel. The counseling services also provide virtual assistance to students. Table II.A.7.1 shows that 69% of students who utilized the tutorial services received passing grades in AY2016-2018 and AY2017-2018, 83% in AY2018-2019, and 58% in AY2019-2020. The sudden shut down of the college in spring 2020 due to the COVID19 pandemic halted the tracking of students' progress.

Table II.A.7.1. Tutoring for Academic Purpose—National Campus

Academic Year	#students	#pass	%pass	#passed w "D"	%passed w "D"	#fail	%fail
AY 2016-2017	186	128	69	18	10	40	21
AY 2017-2018	143	99	69	19	13	15	10
AY 2018-2019	100	83	83	*	*	*	*
AY 2019-2020	82	49	58	13	16	16	17

*Fewer than 10 students. This number has been withheld to preserve the confidentiality of the students.

Mentors are provided for students who are taking developmental courses at the four state campuses. The minimum qualifications (II.A.36) for an ACE mentor are associate degree with average grades in mathematics or English. However, a bachelor's degree in mathematics or English and one year teaching experience at the high school level or two years of tutoring experience at the post-secondary level is preferred. Mentors are required to participate in all the relevant faculty trainings. There are 2 mentors at Chuuk, 4 CTEC, 2 at Kosrae, and 2 at Yap. Learning resource centers are available at all campuses with learning resources, space, and seminars appropriate for students at each campuses. Students are provided with academic advisors in major subject areas for educational advising. Academic advising is a component of an instructor's work load.

Analysis and Evaluation

The delivery modes and teaching methodologies as described in the college's revised course outlines, demonstrate that the college strives to meet the different needs and learning styles of all students. Learning support services such as tutorial and mentoring are available at all campuses. Since online instruction proved effective throughout the pandemic year, the college continues to provide distance learning at each campus to reinforce equity of instructional offerings among all students. The college believes that it meets the Sub-Standard.

8. *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

The institution does not implement department-wide course and/or program examinations. The institution does not have policy on transfer of prior knowledge including direct assessment of prior learning.

Analysis and Evaluation

As the college does not currently use department-wide or program examinations or have a policy for recognizing prior learning, the college believes that it meets the Sub-Standard.

9. *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Evidence of Meeting the Standard

Award of Credit, Degrees and Certificates. The institution awards credit, degrees and certificates as reflected in BP 3101 Academic Program Requirements (II.A.24). The process for awarding credit can be found in the 2020-2021 COM-FSM General Catalog, pages 35-37 (II.A.37). The credit units are consistent with policies as shown in BP 3119 Credits (II.A.22). The approved institution course outlines (II.A.33) link student learning outcomes (SLO), program learning outcomes (PSLO) and institutional student learning outcomes (ISLO). Each student learning outcome (SLO) has a specific assessment strategy. Faculty members prepare course syllabi (II.A.38) from the officially approved and published course outline for each course taught and distribute both to the students during the first day of the class. They also submit a copy to the instructional coordinator.

There is also evidence showing division of contact hours to determine credits as manifested in the 2018 *Curriculum Handbook* and the cover page of the course outline. During fall 2019, the institution implemented the Bachelor of Science in Education, and this program was reviewed to ensure that it meets the requirements of the bachelor's programs at regional institutions (BS proposal) and is responsive to the articulation agreement with UOG (II.A.39) and other institutions. The courses in the upper division requirements reflect the higher levels of Bloom's taxonomy and demonstrate the rigor commonly accepted among similar courses and degrees in higher education.

The requirements leading to degree completion are detailed on 2020-2021 COM-FSM General Catalog pp 63-69, 73, 76, 79, 82-85.

Basis of Credit Hours. Currently, the institution uses contact hours and not federal clock-to-credit hour conversion.

Analysis and Evaluation
The institution awards degrees and certificates according to the prescribed requirements on the 2020-2021 *COM-FSM General Catalog* pp 35-37. In the BS in Elementary Education, students complete general education, major pre-teacher preparation, associate of arts in pre-teacher, upper division requirements, third-year certificate of achievement in teacher preparation and additional upper division requirements.

With all the policies, guidelines and processes on awarding credits, certificates and degrees reflected in the *2020-2021 COM-FSM General Catalog* and *2018 Curriculum Handbook*, the institution believes it meets the Sub-Standard.

10. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Evidence of Meeting the Standard
Transfer of Credit Policies. The college procedure on transfer-of-credit is detailed in Board Policy 4208 (II.A.40) which is available to students and can be found on the college website and in the *COM-FSM General Catalog 2020-2021*, p. 122 (II.A.41).

For bachelor's and associate degrees, students can transfer into the bachelor's program from other institutions but must meet certain requirements, including completion of the minimum number of required credits in their major. Students transferring their bachelor's or associate degree program from other institutions must earn at least 50% of the credits of the major from the COM-FSM campus where the degree is offered. COM-FSM students must also complete 50% of the credits of the major from the campus where the degree is offered. This information is the limitations section of BP 3101 (II.A.24).

Comparable Learning Outcomes. The registrar and the vice-president of instructional affairs review transcripts for transfer credits using the articulation agreement from other institutions as their guide. Course credits earned with grades of "C" or better from previous colleges or universities may be transferred if the courses are substantially equivalent to offerings at this college.

The Office of Admissions and Records (OARR) must receive an official transcript directly from the previous institution(s) in order to consider transfer of the credits. Transfer credits are also awarded on a course-by-course basis according to established articulation agreements between COM-FSM and the transferring institution. Transferred courses are credited if the SLOs were equivalent to the COM-FSM course's student learning outcomes. Another section of the college *Acceptance of Credit Transfer* as stated from the General Catalog on p. 122 advises students who are planning to transfer

their earned credits at the college to another institution. To maximize the course credits that can be accepted in other institutions, students should take note of articulation agreements and seek proper advice from Student Services personnel.

Enrollment Patterns and Articulation Agreements. The college has articulation agreements (II.A.42) with other colleges and universities. The Registrar tracks enrollment of graduates by where students request transcripts to be sent. The top ten colleges and universities where students commonly request transcript be sent to are University of Guam, University of Hawaii at Hilo, University of Hawaii at Manoa, Chaminade University of Honolulu, Brigham-Young University- Hawaii, Eastern Oregon University, Grand Canyon University, Pacific Islands University-Guam, Walden University, and Arizona State University.

Analysis and Evaluation
The college admits students from US accredited institution(s) and they can transfer their earned credits based on BP 4208. The registrar in collaboration with the dean of academic programs evaluates the transcripts to confirm that the course content is equivalent to the college course work.

The college has transfer credits and articulation agreements with other institutions as stated in the college's articulation table. In December 2020, BP 3101 was revised to include minimum requirements on transfer of credits for associate and bachelor's degrees. From these processes and approaches, the college believes that it meets the Sub-Standard.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard
Appropriateness of Student Learning Outcomes. The College of Micronesia – FSM delivers its educational programs in line with the economic and social objectives of the FSM as an important part of the college's mission. The college identified eight Institutional Learning Outcomes (II.A.45) that are reflected in course learning outcomes and program learning outcomes as well as those of the General Education Program. This interconnectedness helps to ensure that all levels of learning outcomes are expressed at an appropriate level.

Communication of core learning competencies (information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes) occurs for each student in the different programs at the college through the distributed syllabi (BP 3307 & BP 3309 & AP 3307 and AP 3309) at the beginning and end of each semester to students by their faculty members. The college's Bachelor of Science degree in Elementary Education maintains student learning outcomes consistent with generally accepted norms in higher education and reflect the higher levels of expected academic achievement. [Detailed in Sub-Standard II.A.5]

Analysis and Evaluation
The college's Institutional Learning Outcomes, as well as its General Education requirements, are articulated in the Board Policies and Administrative Procedures noted above verify that the college meets the requirements of the Sub-Standard.

12. *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Evidence of Meeting the Standard
General Education Requirements and Philosophy. The primary purpose of the General Education Program is to offer courses for general academic and vocational growth, personal enrichment, and cultural development, which will encourage students to formulate goals and develop values for the enrichment of their lives. The General Education goals (II.A.43) prepare students to use effective communication skills, to think critically and solve problems, to use quantitative and scientific reasoning, demonstrate and understanding of ethics and culture, and to be ready to join the workforce and to participate in civil society. General Education courses are selected to meet the COM-FSM requirements as well as provide content knowledge and support student learning outcomes in the core subject areas. The college determines the appropriateness of each course for inclusion in the General Education curriculum through its course outline approval process. By this process, the Curriculum Committee reviews the proposed course outline and verifies if the course learning outcomes address at least two-thirds of the General Education student learning outcomes. General Education core requirements apply to associate and bachelor's degree programs.

Refer to Standard II.A.11 of this report for description of current work being done to align General Education outcomes with Institutional level outcomes. **(ER 12)**

**Table II.A.12/ COM-FSM General Education Requirements for
Associate and Bachelor Degree Programs**

Associate Degree Requirements 29 credits	Distribution of Credits	Bachelor's Degree Requirements 42 credits	Distribution of Credits
English Communication Skills	9	English Communication Skills	9
Mathematics	3	Mathematics	6
Natural Sciences	7	Natural Sciences	11
Social Sciences	3	Social Sciences	9
Computer Applications	3	Computer Applications	3
Exercise Sports Science	1	Exercise Sports Science	1
Humanities	3	Humanities	3
Total	**29**	**Total**	**42**

Analysis and Evaluation

Based on the evidence presented above, the college meets Standard II.A.12. The courses linked to the General Education PSLO's offer students a broad spectrum of experiences in arts, science, and personal growth. Program General Education requirements are selected to broaden both program specific content and general knowledge so that the graduate leaves the college equipped to participate in the work force and to make life enhancing choices.

Additionally, the college offers many opportunities for students to participate in civil society through its student organizations, clubs, exhibits, presentations and Student Services interactions. General Education Outcome 4.2 "Demonstrate knowledge of civic and cultural background of a person's own culture, including its origins and development, assumptions, and predispositions" is assessed in SS 150 - History of Micronesia.

> 13. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

Focused Study. Based on the college policy, BP 3102 (II.A.44), all degree programs at the college are designed to focus on one area of inquiry which refers to the major course requirements or in an established interdisciplinary core which are the general education courses and major courses as illustrated in the *COM-FSM General Catalog 2020-2021, p.40.* (II.A.64)

Student Learning Outcomes and Competencies. All programs have requirements including program description, mission statement, goals, and PSLOs, and listing of major required courses. Specialized courses were identified and created based on the Student Learning Outcomes, competencies and mastery level that are appropriate to key theories and practices in their subject area of study. The linkages (II.A.45) of the SLO with the PSLO and ISLO can be seen in the course outlines (II.A.46) and also in the Course Level Assessment Reports every semester. According to BP 3206, "A course outline sets the expectations for students and what they can expect in terms of instruction they will receive, the format in which the course will be delivered and the knowledge and skills that can be gained. It also provides awareness of how students will learn, what level of participation will be expected, and how they will be assessed."

The Bachelor of Science in Elementary Education program was designed, and its major courses were aligned, with levels of certification identified in the FSM Teacher Certification Policy (2016). The program also supports the teaching of the standards, benchmarks, and student learning outcomes of the FSM and State curriculum frameworks in the core subject areas. Three general education courses (9 credits) have been included in the upper division courses to meet ACCJC accreditation standard.

Analysis and Evaluation

College processes of program development, program review, and program assessment are outlined in the *Curriculum & Assessment Handbook*. Those processes are evidence that the college maintains program design that includes focus on one area of inquiry in a program or in an established interdisciplinary core. On-going program reviews and assessments show that major courses are at

their appropriate level and ensure that they remain relevant. The college believes that it meets the Sub-Standard.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Technical and Professional Competencies. All of the Technology and Trades degree and certificate programs are recognized by the US Department of Labor Apprenticeship program as related training instruction (RTI) programs. Instructors have been certified to offer curricula which prepare students for external licensure and certification in the industry including the National Center for Construction Education and Research (NCEER), National Electrical Code (NEC), Cisco Networking Academy, Nida Telecommunication Training System, and the Electronic Technician Association – International (ETA-I) Fiber Optic Installation (FOI) curriculum.

Under the AAS in Telecommunication Technology program, students are

CETEC: Continued Growth & Achievement

On May 03, 2021, Dean Grilly Jack announced to the students that all of them passed (12/12 or 100%) the certification exam as verified by Ms. Lynda Shute, CSS, Director of CET Testing at ETA-international in Indiana, USA.

Twelve students from the Career and Technical Education Center (CTEC) took and passed the Electronics Technician Association, International (ETA-I), Associate Electronics Technician (CETa) certification examination.

The Electronics Technicians Association, International (ETA-I), Associate Electronics Technician (CETa) certification is an entry-level credential for electronics technicians who have less than two years of experience or who have trade school training in the field of electronics. The examination provides for evidence and credentials that the electronics and telecommunications programs at CTEC meet international industry standards, and produce accredited and employable graduates.

required to pass VTE 261 Fiber Optics Installation (3) or VTE 265 Fiber Optics (3). At the completion of these courses students sit for the ETA-I FOI certification exam. In 2019, 17 students and three instructors took the ETA Associate Certified Electronics Technician (CETa) exam with a pass rate of 100%. The majority of the students who passed this exam were hired as technicians by the FSM Telecommunications Corporation. In the spring of 2021 (II.A.47), 12 out 12 students passed this exam.

Under the AAS in Electronic Technology program, students are required to pass VEE 223 Hardware and Software which uses the Cisco Networking Academy IT Essential curriculum. As part of this course students must pass the Cisco Networking Academy IT Essentials exam which provides evidence that students are fully prepared to pass the industry COM TIA A+ Exams. Data from fall 2016 through fall 2020 show that 40 out of 40 students successfully passed these exams. The following link (II.A.48) provides a sample certificate received by students.

The college's data on the institutional set standards include graduate employment rates for system-wide CTE certificates and degree graduates as presented in the table below.

Table II.A.14.a. CTEC Graduates Employed SY 2016-SY 2020

Academic Year	AY2016	AY2017	AY2018	AY2019	ISS Target	Stretch Target
Employment Rate	18.5	17.9	34.2	38.0	18.0	35

Student Learning Outcomes. The course outlines for each CTE course (II.A.49) include both general and specific student learning outcomes with accompanying assessment strategies for each.

Employment Standards and Curriculum. The CTEC administrators and faculty communicate with industry representatives to determine employment standards and revise the curriculum as needed which can be seen in the revision of the Certificate of Achievement in Refrigeration and Air Conditioning (II.A.50) program to meet industry requirements. In a February 2021 amendment (II.A.51) to the FSM Regulations on Controlled Substances under the Montreal Protocol, the FSM defines a Refrigeration and Air Conditioning technician as anyone who has earned a valid Refrigeration and Air Conditioning certification through the COM-FSM Career and Technical Education Center which recognizes the capabilities of the graduates of this program.

In December 2020 one of the CTEC faculty successfully completed the GSES Design and Installation of Grid Connected PV Systems course, which covers: PPAGC100 Designer of Grid Connected PV Systems and PPAGC200 Installer of Grid Connected PV Systems. This skillset has been accredited as a micro-qualification on level 4 on the Pacific Qualifications Framework by the Pacific Board for Educational Global Sustainable Energy Solutions Pty Ltd. This certification allows the faculty member to train and prep CTEC students for certification in the area of Renewable Energy Technology (RET) using the curriculum from Global Sustainable Energy Solutions (II.A.52). The next step is to get CTEC accredited to obtain sufficient resources and expand connections in RET industries in the Pacific region to serve as the center for SEIAPI certification.

Programs of Study. The college offers three merchant marine programs at the FSM Fisheries and Maritime Institute located in Yap State including Navigation, Marine Engineering and Fishing Technology. These programs normally run for two years and result in an Advanced Certificate of Achievement and an industry Certificate of Competency as Master of vessels of not over 200 gross tonnage (or Class 5 Master) for a Navigation major; or a Certificate of Competency as Marine Engineer of vessels of not over 500 kilowatts total propulsion power (or Class 5 Marine Engineer) for a Marine Engineering major.

These programs, particularly Navigation and Marine Engineering, are offered in accordance with the standards and requirements of the International Convention on Standards of Training, Certification and Watch keeping for Seafarers, 1978, as amended (STCW Convention). The STCW Convention is the international treaty which prescribes the minimum qualifications for seafarers worldwide and, by becoming a Party to the treaty (on October 14, 1998), the FSM has indicated its intention to provide training (II.A.53) and maintain the qualifications of FSM seafarers in accordance with the standards and requirements prescribed in the Convention. Although FMI courses are non-credit, each course has a formal course outline which specifies both general and specific student learning outcomes with accompanying assessment strategies for each. The FMI curriculum aligns with industry standards as

can be seen in the April 2021 work plan entitled, "The Project for Maritime Education and Training Capacity Enhancement on Fisheries and Maritime Institute in the Federated States of Micronesia." (II.A.54). This work plan includes sections on the identification of employment status of FSM-FMI graduates through surveys of concerned government bodies and shipping companies and the development of an employment support plan for FSM-FMI graduates.

Graduation and Employment. Per a March 23, 2021, e-mail from the FMI Student Services Coordinator, there were 19 FMI graduates in 2019 and an additional 15 graduates in 2020 (II.A.55) in the areas of Fishing, Navigation, and Engineering.

After completion of Class 5 the graduates must board any FSM vessel for at least one year sea time after which they will choose when to take the certification of competency exam from the FSM Department of Transportation, Communication, and Infrastructure, the agency that issues the licenses. Per a May 21, 2021 e-mail message to the COM-FSM interim president from the FSM-FMI director, all 2021 graduates received their seaman's identity (II.A.56) and employment record book.

Analysis and Evaluation
The VEE 223 PC Hardware and Software course description lists the types of positions for which the course prepares students. However, with the exception of the Program Goals for the Certificate of Achievement in Refrigeration and Air Conditioning, neither the program descriptions nor the individual course descriptions for the AAS in Telecommunication Technology and AAS in Electronic Technology programs include the requirement for passing the certification exams. There is a need to modify the program and/or course descriptions to include this information.

Section 1h Program Indicators of the Administrative Procedures 3202 for Instructional Program Review requires employment data and employer feedback (employer survey). Although employment data are provided in the most recent CTE program reviews, there is no evidence of employer satisfaction surveys. Also, data on external certification performance should be included in the program review requirements (II.A.57).

There is a need to add a section on Career Opportunities, including external requirements related to the CTE degree and certificate programs based on local employment trends, on the college's website.

Although CTEC administrators and faculty meet with industry representatives to discuss current employment standards, there is a need to re-establish formal advisory groups to provide such information on a more consistent basis.

[The COM-FSM 2020-2021 *General Catalog* includes this statement: "Detailed information regarding admission requirements, program, and courses for FSM- FMI is located in separate publication.

The FSM Department of Transportation, Communication, and Infrastructure is the official agency charged with the development of a certification exam as required by the STCW Convention. As of this writing, such exam has not yet been developed. This situation could negatively impact FMI graduates.

15. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Evidence of Meeting the Standard
Program Elimination. The process for deleting a program, which is based on the results of program reviews and program prioritization, is found on pp. 18-19 of the *Curriculum Handbook* (II.A.59). According to Board Policy (BP) 3204 Program Deletion Policy (II.A.60), "deletion refers only to those programs that will not likely be offered again" and "While programs may be removed from the catalog, specific courses will remain on the 'List of Active Courses' for transcribing purposes." (II.A.65).

Instructional faculty members, who serve as academic advisors, are directly involved in the program review and assessment processes and, as a result, are well informed of impending program changes so are able to advise students accordingly.

Completion in a timely manner. According to the registrar, when program requirements are significantly changed, students under the old program are still allowed to continue with their former program requirements as long as they are within the *General Catalog* limitation as specified in BP 3001 Catalog Limitations (II.A.61). For example, the Certificate in Agriculture and Food Technology program requirements were changed effective spring 2018. Students admitted prior to spring 2018 were allowed to continue and graduate with the old program requirements so that their time to completion was not negatively affected. These students were also given the option to transfer to the new program. In spring 2018, 16 students graduated under the old program requirements. Students admitted to the program in spring 2018 and after are required to follow the new program requirements.

Similar procedures were followed for the AA in Pre-teacher Preparation and Third-year Teacher Preparation – Elementary when the BS in Elementary Teacher Education was implemented in fall 2019. Prior to the phase-out of the UOG-COM-FSM BA Partnership program in the fall of 2019, meetings were held with students who were at various stages of completion of this program. Individual "teach out" plans were developed and arrangements were made with the University of Guam for students nearing completing of the UOG-COM-FSM BA Partnership program to complete their remaining requirements and graduate. In December 2019, 12 students graduated under this arrangement. During that same semester 13 students were admitted to the new BS program; two of these students transferred from the Partnership program. Since that time, students wishing to complete the Partnership requirements must register directly with UOG.

Analysis and Evaluation
According to the registrar, no difficulties in the implementation of the program deletion policy and procedure have been encountered. Academic advisors and counselors have been available to support students and inform them of their options. The registrar is not aware of any formal complaint regarding the deletion of a program or material modification of program requirements. The college believes that it meets the Sub-Standard.

15. *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard

Regularly evaluates the quality and currency of all instructional programs regardless of delivery mode or location. Instructional Coordinators in collaboration with faculty conduct program student learning outcome (PSLOs) assessments annually for every program offered at each campus. Results from these assessments inform the multiple-year program reviews. All campuses are required to complete program reviews in accordance with the established schedule. Program reviews (II.A.62) include assessment data on student learning outcomes, student achievement data, and program viability data. Improvement and implementation plans are also included in the program review reports.

Systematically strives to improve programs and courses. The instructional program review process is defined in Board Policy and Administrative Procedures 3202, and on page 17 of the *Program Assessment and Program Review Manual, 2017*. A four-year program review cycle (II.A.63) was implemented in spring 2018 through which two-year associate degrees are reviewed every four years, and one-year certificates are reviewed every two years. Results of these reviews are reported every spring. With the implementation of the bachelor's degree in Elementary Education, BP3202 was amended in March 2019 to include the seven-year assessment cycle for the four-year program. The process as outlined in the *Program Assessment and Program Review Manual*, includes nine steps, which start from data collection to closing the loop by distribution of information to the college community and significant others.

Program reviews have resulted in revisions to provide students with the opportunity to transition into related degree programs without retaking the college entrance test (COMET). Certificate of Achievement programs in Agriculture and Food Technology, and Electronic Engineering Technology were revised in 2018; Construction Electricity was revised in 2020.

Analysis and Evaluation

The college regularly evaluates its courses and programs as described in policies and procedures. However, coordination has been inadequate due to challenges faced by the college within the last few years. There have been frequent changes with human resources in the assessment unit. Because of this shortage, some program reviews were submitted after the deadline. Spring 2020 was shortened due to the COVID19 pandemic, so some student learning outcomes were not assessed.

The college continues to improve the quality of its instructional programs and offerings to meet national and state needs as indicated in the *2018-2023 Integrated Educational Master Plan*. A Bachelor of Science Degree in Elementary Education was implemented in fall 2019. According to the Registrar's Office this program graduated 35 students through spring 2021. The Applied Associate Degree in Electronics became a CET certification program. Certificate of Achievement in Refrigeration and Air Conditioning was modified to meet the Montreal Protocol requirements. Students completing these programs are equipped with the necessary knowledge and skills to be successful in the workforce.

The college continues to strive toward improving its programs so that time to completion is decreased while increasing student satisfaction, persistence, retention, and graduation rates.

Conclusions on Standard II.A. Instructional Programs

The college offers instructional programs that are aligned with its mission. The college ensures that these programs are conducted at levels of quality and rigor appropriate for higher education through regular assessments of learning outcomes and program reviews. Through these assessments and reviews, the college ensures the quality of its offerings. Currency of programs and improvement of student learning is an ongoing process at the college.

The college has established and continually updates policies, procedures and set standards in support of its mission.

Improvement Plan(s)

Standard	Improvement Plan	Responsibility	Timeline
II.A.14	Develop and implement a systematic way to track transfer and employment of graduates.	IA, IEQA	2023-2024
II.A.15	Establish a system to regularly update program and course data, and information.	IA, IEQA	2023-2024
II.A.15	Develop a plan to address the shortfall of personnel in the instructional department.	AS, IA	2023-2024

Evidence Table

II.A.1 COM-FSM's Integrated Educational Master Plan. https://www.dropbox.com/s/83vntu4bnvf9nys/II.A.1%20Integrated%20Educational%20Master%20Plan%2C%20pg3.pdf?dl=0

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II.A.12	EN201 Course Level Assessment. https://www.dropbox.com/s/ynfyokkgenj98kh/II.A.12%20EN201%20Course%20Level%20Assessment.pdf?dl=0
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II.A.15	BP 3202 Instructional Program Review. https://www.dropbox.com/s/wntsi8g2r9h7pt9/II.A.15%20BP3202%20Instructional%20Program%20Review.pdf?dl=0
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II.A.17	COM-FSM Instructional Affairs Policies. https://www.dropbox.com/s/bfxbt6thy6ct81i/II.A.15%20Instructional%20Affairs%20Policies.pdf?dl=0
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II.A.23	Course Outline Template. https://www.dropbox.com/s/bcozud4oxtdz66x/Course%20Outline%20Template.pdf?dl=0
II.A.24	BP 3101 Academic Program Requirements. https://www.dropbox.com/s/17o9flutztv3g27/II.A.20%20BP3101%20Academic%20Program%20Requirements.pdf?dl=0

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Standard II.B. Library and Learning Support Services

1. *The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard

The Learning Resources Center (LRC) supports the college's mission by providing informational resources and services that support and enhance the curricula of the college and meet the educational needs and interests of the college community. The LRC consists of the libraries in Chuuk, at the Career and Technical Educational Center (CTEC), Kosrae, National, and Yap campuses. The libraries are staffed by 16 full-time employees and are open six days a week with the exception of Yap campus library where only one librarian is employed; it is open 5 days a week.

Table II.B.1-1. COM-FSM Library Staff. AY 20-21

Campus Library	Number of Staff	Enrollment (F20) Headcount	Regular Hours/wk	Summer Hours/wk	Vacation Hours/wk
Chuuk	2	311	44	44	40
Pohnpei	2	374	44	44	40
Kosrae	2	195	44	44	40
National	9	753	44	44	40
Yap	1	228	40	40	40

General information about the services and resources offered by the LRC are available on the library webpage (II.B.1), general catalog (II.B.2), and student handbooks.

Library Collections. Library resources include a variety of collections made up of the Pacific collection, archival materials for the college and for the Trust Territory period, general references, media materials, periodicals or serials, and electronic resources accessible on the library webpage. As of December 2020, there are 104,776 total volumes for all the campus libraries collegewide. Multi-year collection statistics are displayed in the following link (II.B.3).

The LRC strives to provide resources that meet the standard benchmark ratio of 30 volumes per student. Table II.B.1.2 shows a steady increase in library holdings college wide, compared to a steady decline in enrollment.

Table II.B.1-2. Volume to Student Ratio.

	Library Holdings	Enrollment (Fall) Headcount	Volume to Student Ratio
2017	98,743	2028	48 volumes/student
2018	100,632	1932	52 volumes/student
2019	103,507	1904	54 volumes/student

	Library Holdings	Enrollment (Fall) Headcount	Volume to Student Ratio
2020	104,776	1861	56 volumes/student

Electronic Resources. The LRC subscribes to subject specific databases that provide students' access to thousands of articles and reference materials in digital content. To add to the current database subscriptions, the library acquired access to JSTOR (II.B.4) in July 2017 based on recommendations received from Yap campus faculty. At the request of faculty from the education division at National campus, additional EBSCO (II.B.5) databases were acquired in January 2019 to meet the instructional needs of the bachelor program in education. All databases are accessible on the library webpage.

Table II.B.1-3. COM-FSM Library Subscription Databases.

Prior to 2019	2019
Pacific Affairs	Academic Search Premier (EBSCO)
Academic OneFile (Gale)	Business Source Premier (EBSCO)
Patient Education Reference Center (EBSCO)	Education Full Text (EBSCO)
eBook Community College Collections (EBSCO)	ERIC (EBSCO)
	JSTOR

Computers. Students are provided access to computers for their academic use. In addition to computers, headsets are available for online zoom and conference sessions and scanners for scanning course materials for students and faculty. Document scanners were purchased for each campus library as well as Kindle readers. The number of computers at each library were decreased to meet the social distancing requirement per COVID guidelines. The table below shows the current number of student computers available at each campus library.

Table II.B.1-4. COM-FSM Library Computer Resources.

Library	# of Computers	Enrollment (F20)
Chuuk	10	311
Kosrae	10	374
National	19	195
CTEC	4	753
Yap	10	228

Only four computers are available at the CTEC campus library due to its small size. The shuttle bus service enables students to access services and resources at the National campus library that may not be sufficient at CTEC.

Multi-year statistics on library computer user sessions are displayed in the following link (II.B.6).

Library Instruction. The LRC provides instruction through various means: by individual assistance, computer assisted instructional support, in-person library orientation, and library instruction classes, Instruction is designed to help students develop information-seeking skills critical to student success. Library instruction sessions are available upon request and can be customized for an individual or a group.

In its effort to offer services online, videos (II.B.7) on library orientation and accessing the library databases were developed and posted on the library webpage. Guides on navigating Schoology (II.B.8) and citing (II.B.9) sources online were also posted on the library webpage in the summer of 2020 to assist students with online navigation.

The two most popular requests the library receives are basic searching for sources located in the library and searching for sources online via the subscription databases, sometimes requested separately and sometimes combined. The pre- and post-test instruments are developed based on those requests. Library orientations are provided at the beginning of the fall semesters, and throughout the school year as requested by faculty members. The library orientation introduces new students to the resources and services offered in the library. Supplemental handouts and research guides (II.B.10) are also available on the library website to be used as tools for online research and library orientation. The following link (II.B.11) provides a breakdown of the courses that the campus libraries offered library instruction for at each campus.

Tutoring services are provided by the college's counseling office.

Analysis and Evaluation
Library instruction requested at each campus varies depending on the programs that are offered at each campus. With the existing resources in the libraries and access to thousands of resources via subscription databases, the LRC provides resources and services that are adequate in quantity, currency, depth, and variety. The college believes it meets the Sub-Standard. **(ER 17)**

2. *Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

Evidence of Meeting the Standard
Staff Expertise and Student Learning Resources. The LRC collaborates with faculty in the selection of new reference materials to supplement the college curricula and in improving students with their information seeking skills.

Faculty members seek the assistance of the librarians in providing library skills instruction for students in their courses. The library requests faculty input in the acquisition of materials that can supplement courses and the information needs of students. A *Recommend-a-Purchase* (II.B.12) form was developed and posted on the library webpage to allow faculty to remotely request new resources for addition to the library collections.

LRC's representation in the Curriculum Committee ensures library input in identifying reference materials for the courses of each program. In addition to CC, the library is also represented in FCE, RAR, ICT, Student Success, and Staff Senate and contributes to the shared governance of the institution.

Donations. The LRC accepts donations of books, manuscripts, other materials that are deemed to be within the scope of its collection. Gifts to the COM-FSM libraries are considered as the property of the library. Donations received are evaluated and then sent to the campus libraries to supplement

the programs. In January 2021, the LRC received a donation (II.B.13) from the Chinese Embassy that included over 200 newly published books and DVDs.

Table II.B. 2-1 COM-FSM Library Donations

Year	Chuuk	CTEC	Kosrae	National	Yap
2017	102	26	30	110	20
2018	14	26	30	6	34
2019	42	7	1300	172	44
2020	80	46	28	209	13

Analysis and Evaluation

The LRC collaborates with faculty for their recommendations on library resources to support the programs offered by the college. LRC is represented throughout the various standing committees and provides a venue for library input into the student instructional needs of the college. Donations are evaluated after they are received and are shared with the campus libraries based on the course needs and availability. With all this, the college believes it meets the Sub-Standard.

3. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

Evaluation of Library Services. To ensure that the LRC is meeting identified student needs, library user satisfaction surveys are administered to students, faculty, and staff to identify areas of improvement in collections and services. Library surveys are administered annually to students (II.B.14, faculty (II.B.15) and members of the college community. Results are tabulated and used to inform decisions on improvement of resources and services.

The table below shows the number of respondents to the surveys at all campus libraries.

Table II.B.3-1. COM-FSM Library Survey Respondents.

Year	Chuuk	CTEC	Kosrae	National	Yap
2017	80 students 12 faculty	142 students 4 faculty	No data	104 students	45 students 5 faculty
2018	66 students	147 students 8 faculty	22 students	270 students 13 faculty	57 students 4 faculty
2019	76 students	81	15 students	162 students	49 students 4 faculty
No surveys were administered in 2020 due to COVID-19. No faculty surveys were collected for Chuuk, CTEC, Kosrae, and National where noted.					

The following link provides an overview of the results of the surveys highlighting services and resources.

Library Instruction Assessment. Library instruction services are also used to evaluate the information seeking skills of students. The assessments are linked to the administrative unit outcome of the LRC,

which is derived from the college's Integrated Educational Master Plan (IEMP) and also linked to the college's Institutional Learning Outcome (ILO) #6 (II.B.16) on information literacy skills.

The pre- and post-test instrument of the library instruction sessions focuses on the information requests made by faculty to meet the student learning outcomes of the courses they teach and to also meet the learning outcomes developed by the LRC in the following areas:

Table II.B.3-2 COM-FSM LRC Student Learning Outcomes.

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

The LRC also evaluates its services by participating in the institution's program review cycle and developing annual assessment plans in TracDat. (II.B.17) Results from the assessment plans are used to make improvements in identified services and to inform the library's budget.

Analysis and Evaluation

Measures for evaluating the library services and resources in meeting identified student outcomes are implemented by the libraries at the college through the use of library user surveys, library skills instruction assessment, and the institution's program review. The libraries develop assessment plans annually to ensure services and resources meet the college's mission. The college believes it meets the Sub-Standard.

4. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

Evidence of Meeting the Standard

Collaborates with Other Institutions. The LRC collaborates with other institutions in the Pacific for information resource needs and documents those collaborations through a memorandum of agreement on services. Inter-Library Loan (ILL) service is used to obtain material(s) that may not be readily available in the COM-FSM libraries. The LRC collaborates with RFK Library (II.B.18) at the University of Guam for resource sharing.

Formal Agreements. Subscriptions to online databases are provided with signed agreements prior to renewal of the subscriptions. Database subscriptions come with the licensing agreements and are maintained by password access to ensure that only registered students have access to subscription databases. License agreements for Academic OneFile (II.B.19) and EBSCO (II.B.20) were signed prior to renewal of the subscriptions this year.

Security, Maintenance, and Reliability of Services. The LRC conducts an annual inventory of its library holdings to ensure the accuracy of its records, to replace all missing items, and to evaluate the condition of materials on the shelves. The library automation system is backed up daily between 3PM-4PM to ensure records are maintained and secured in case of server crashes. Materials are maintained in a controlled environment with air conditioning and appropriate lighting.

All computer and information system security is maintained by the Information Technology Department/Office. IT office oversees all computer and operating systems software and Internet access as well as the maintenance of the server that stores the library automation system.

Security officers check in regularly at the libraries to ensure safety of the staff and library users. Library staff monitor the library as often as possible to ensure safety and protection of the students and the resources housed in the libraries.

To protect the library collection, 3M security strips are installed into the library print materials to alert staff if a material is being taken out of the library without being properly checked out. **(ER 17)**

Analysis and Evaluation
The LRC takes adequate measures to protect and maintain its collections and equipment to support its services to users. Collections and equipment are maintained in an environment with adequate lighting and temperature. The LRC collaborates with the security office in monitoring and safeguarding the materials and safety of the library users and with IT office in the maintenance of technology in the library. The college believes it meets the Sub-Standard.

Conclusions on Standard II.B. Library and Learning Support Services
The college provides sufficient and current library resources in a variety of formats to support instructional needs and student learning. The libraries collaborate with faculty for library instruction and recommending resources for purchasing to support instructional needs. The college continues to evaluate its library services through assessment plans, library surveys, and library instruction assessment. The LRC maintains agreements with other institution libraries, collaborates with the college community through participation in committees, the information technology department maintains security of software and library automation system, and physical measures are in place to maintain security of library collections.

Improvement Plan(s)

None.

Evidence Table

II.B.1   Library webpage.
https://www.dropbox.com/s/6nwazz3ne65plzv/II.B.1%20Learning%20Resource%20Center%20Webpage.pdf?dl=0

II.B.2	General Catalog, p.23. https://www.dropbox.com/s/6g3remi2z1yfcst/II.B.2%20General%20Catalog.pdf?dl=0
II.B.3	Figure II.B.1-1. Library Holdings. https://www.dropbox.com/s/ap30z3m71h3mosq/II.B.3%20Figure%20II.B.1-1.%20Library%20Holdings.pdf?dl=0
II.B.4	JSTOR Subscription. https://www.dropbox.com/s/og8q6ycvqomk8tu/II.B.4%20JSTOR%20Subscription.pdf?dl=0
II.B.5	EBSCO Databases. https://www.dropbox.com/s/7ki5fjinpbxsaxl/II.B.5%20EBSCO%20Databases.pdf?dl=0
II.B.6	Figure II.B.1-2 Library Computer Usage.
II.B.7	COM-FSM Libraries Youtube. https://www.dropbox.com/s/ahskv1i0h8vew9m/II.B.7%20COM-FSM%20Libraries%20YouTube.pdf?dl=0
II.B.8	Assisting Students with Schoology. https://www.dropbox.com/s/13kijfygb7d4atb/II.B.8%20Assisting-Students-with-Schoology.pdf?dl=0
II.B.9	Citing Sources Online. https://www.dropbox.com/s/a1xccb0d1dbvfdu/II.B.9%20Citing-Sources-Online-Citation-Machine.pdf?dl=0
II.B.10	Research Guide. https://www.dropbox.com/s/43arq29zfpyw9em/II.B.10%20Research%20Guide.pdf?dl=0
II.B.11	Table II.B.1-5. Library Instruction by Course at COM-FSM. https://www.dropbox.com/s/7gjd0i4zgquwknm/II.B.11%20Table%20II.1-5%20Library%20Instruction%20by%20Course%20at%20COM-FSM.pdf?dl=0
II.B.12	Recommend a Purchase. https://www.dropbox.com/s/9uj6dgoz4jdw5qc/II.B.12%20Recommend%20a%20Purchase.pdf?dl=0
II.B.13	Chinese Embassy Donates Learning Materials to the College. https://www.dropbox.com/s/o9rxor1fr85o2pg/II.B.13%20Chinese%20Embassy%20Donates%20Learning%20Materials%20to%20the%20College.pdf?dl=0
II.B.14	Library Survey Students. https://www.dropbox.com/s/1hja0toq7ooeswl/II.B.14%20Library%20Survey%20Students.pdf?dl=0
II.B.15	Library Survey Faculty. https://www.dropbox.com/s/o27irvrf4ld6arw/II.B.15%20Library%20Survey%20Faculty.pdf?dl=0
II.B.16	ISLO#6 Information Literacy. https://www.dropbox.com/s/hakev7mr8knp6me/II.B.16%20ISLO%20Information%20Literacy.pdf?dl=0
II.B.17	LRC Assessment Reports. TracDat. 2012-2021. https://www.dropbox.com/s/uf0b6el4swgs5gv/II.B.17%20LRC%20Assessment%20Report.pdf?dl=0
II.B.18	MOU RFK Library and COM-FSM. https://www.dropbox.com/s/2cv0el0bp0iwkd4/II.B.18%20MOU_UOG_COM-FSM.pdf?dl=0
II.B.19	License Agreement Academic OneFile. https://www.dropbox.com/s/c10p54hm65jvo1c/II.B.19%20License%20Agreement%20Academic%20OneFile.pdf?dl=0
II.B.20	License Agreement EBSCO. https://www.dropbox.com/s/gxervrod6md8td1/II.B.20%20License%20Agreement%20EBSCO.pdf?dl=0
II.B.21	COM-FSM Library Survey Results 2017-2019. https://www.dropbox.com/s/5wq6mgszn0uxn04/II.B.21%20%20Library%20Survey%20Results%202017-2019.pdf?dl=0

Standard II.C. Student Support Services

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)*

Evidence of Meeting the Standard

Evaluating Quality of Student Support Services. The college regularly evaluates the effectiveness of its student support services through annual assessment and quadrennial program review in accordance with its BP 1110 (II.C.1), and guided by the five-year planning cycle under its *2018-2023 Integrated Education Master Plan* (II.C.2, pp.5-6) and its *Program Assessment and Program Review Manual* (II.C.3, pp.22-31). With the exception of Campus Security & Safety and the Center for Entrepreneurship (CFE), which were recently transferred to its Department for Enrollment Management & Student Services (EMSS), all student support services departments have either completed or are working on their second program reviews. Examples of these completed program reviews include counseling services (II.C.4), OARR (II.C.5), and VPEMSS (II.C.6).

In addition to assessment and review of its student support services, the college also employs internal (II.C.7) and external surveys to evaluate the effectiveness of its student support services. For example, the college participates in the Community College Survey of Student Engagement (CCSSE), and administers this survey during the spring semester every two years. Results of the 2018 and 2020 CCSSE showed that the college performed above the benchmark of small colleges across the U.S. in the area of "Support for Learners" (II.C.8; II.C.9).

Supporting Student Learning and College Mission. The college has a wide variety of student support services (II.C.10) that support learning and enhance the accomplishment of its mission. These services are available to students at each campus location.

> **A Pandemic and Dynamic Change**
>
> While the COVID-19 pandemic created unprecedented issues in the education system world-wide, highlighted and exacerbated equity and access gaps among students, from another perspective it proved to be a *blessing in disguise* to the college. In response to the challenges of the COVID-19 pandemic and to support the effective delivery of instruction via distance learning, the college has further diversified its student support services allowing students to access them either in-person or virtually. For examples, virtual student services have been set up and helpdesk services for students, faculty and staff deployed; counseling and tutoring services were made available both in-person and online; other in-person support services and resources were redesigned allowing virtual delivery and access; and others.

However, with its implementation of distance learning as response to the challenges of the COVID-19 pandemic, the college has diversified the delivery of its student support services, allowing students to access them either in-person or virtually. For example, office of the vice president for enrollment management & student services (VPEMSS), counseling services, office of admissions, records and retention (OARR), financial aid office (FAO), student life, and health services have set up virtual offices where students can video conference with student services specialists (II.C.11).

Examples of Virtual Student Services Created in Fall 2020.

To access any of these examples, click on the matching link.	Student Orientation	II.C.12
	Learning Services	II.C.13
	Career Fair	II.C.14
	Health and Wellness	II.C.15
		II.C.16
	Helpdesk a & b	II.C.17
		II.C.18

To Grow and Sustain

Another example of the innovation "growing" at the college is through the work of the Center for Entrepreneurship (CFE) and its progress in assisting sustainable agriculture within the FSM.

In April of 2021, the Center for Entrepreneurship (CFE) was awarded $1,410,029.00 by the United States Economic Development Administration (E.D.A) for the FSM Entrepreneurship Initiative-Phase II project. The project aims to duplicate and expand CFE's hydroponic greenhouse at the National Campus to each of the other three states of F.S.M. The greenhouses will provide hydroponic agribusiness training to the college and the FSM community. In addition, the training labs will serve as training grounds for students hired for the three-year project on their professional skills and hydroponic farm management.

Short Term Objectives
- To build and sustain resilience for food security and nutrition;
- To spur community economic development;
- To provide agricultural training and seed distribution;
- To implement a staffing program (job opportunities).

Analysis and Evaluation

The college has a well-established process for evaluating the effectiveness of its student support services in promoting student learning and enhancing the accomplishment of its mission. This comprehensive and continual assessment process is required by the college's BP 1110, and is part of the five-year planning cycle under its 2018-2023 *Integrated Educational Master Plan.*

Program assessment and review of student support services at the college have been ongoing and systematic, and are guided by its *Program Assessment and Program Review Procedures Manual.* These ongoing and systematic efforts have resulted in improvement and enhancement of the college's student support services crucial to supporting student learning and enhancing the accomplishment of its mission.

The college believes that it meets this Sub-Standard.

2. *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

Assessing Learning Support Outcomes. The college adopted on March 21, 2019, BP 1110 (II.C.1), which requires all departments and units to conduct comprehensive and continual assessments to ensure continuous improvement of programs and services. The policy also provides that the assessment of student learning outcomes will be the focus of all assessment activities at the college.

The college has operational and learning support outcomes for its student support services. These outcomes are linked to its Institutional Learning Outcomes (ISLOs) and ACCJC's competencies as described in the EMSS *Annual Assessment Report* (II.C.19). Through annual assessments, the college evaluates the effectiveness of its student support services in achieving those operational and learning support outcomes. Results of these assessments are then used to guide continuous quality improvement of its student support services that includes allocation and reallocation of resources, streamlining and improving processes to increase efficiency, and others.

2019-2020 VPEMSS annual assessment identified the need for an early alert system allowing a more proactive approach to student success, persistence and retention. Note page 2 of the assessment. (II.C.20). As such, in fall 2019 the college started using Dropout Detective™ through which instructors and counselors are alerted to early manifestations of poor academic performance or academic disengagement. Dropout Detective™ tracks student performance via Schoology, and identifies students that require interventions by either the instructors or counselors. Results of other assessments guided enhancement and improvement of programs and services that include, among others, the college's summer transition for first-time-in-college students, embedded tutoring, continual upgrades to the college's student information system (SIS) to support changes in the delivery of programs and services, and others. Prior year's assessment results guide the development of objectives and strategies for the subsequent year, which are then used to inform annual budget development. For example, FY 2021 budget of the college's OARR (II.C.21).

The college also utilizes internal (II.C.7) and external surveys (II.C.8; II.C.9) to evaluate the effectiveness of its student support services, and to ensure that appropriate services are provided crucial to achieving established outcomes. For example, the college received a weighted score of 67.7 for the "Support for Learner" benchmark in the 2020 CCSSE, which is higher by 15.7 and 17.7, when compared to weighted scores received by other small colleges and the 2020 CCSSE cohort (II.C.9). This score shows the positive perceptions of students about the college in terms of providing them with support essential to learning. During fall 2020, the college administered the

Survey of Entering Student Engagement (SENSE), as a complementary piece to the CCSSE, with a more narrowed focus on early student experiences (II.C.22, p.9).

Analysis and Evaluation

In accordance with its BP 1110 the college has operational and learning support outcomes for its student support services, and provides appropriate support services to ensure achievement of those outcomes.

Through annual assessments, quadrennial program reviews, internal and external surveys, the college evaluates the progress and effectiveness of its student support services in achieving those operational and learning support outcomes, including reliability and responsiveness in supporting students. The college also uses results of these assessments to inform annual budget development, and to guide enhancement and improvement of programs and services.

The college believes that it meets this Sub-Standard.

3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

Evidence of Meeting the Standard

Equitable Access to Services. The college strives to ensure that all students have equitable access to its wide variety of student support services that are available at each campus location (II.C.10). The college also ensures that all students are continually informed of these available student support services through orientation sessions (II.C.12), student handbooks and guides (II.C.23), policies and procedures (II.C.24), web-information for OARR and FAO (II.C.25; II.C.26)on the college's website, and others. As discussed in II.C.1 and II.C.2, the college continually evaluates the effectiveness, reliability and responsiveness of its student support services in supporting student needs, and uses results of those assessments to guide enhancement to its student support services.

To address the equity and access gaps among students as exacerbated by the COVID-19 pandemic and with its implementation of distance learning, the college took the following steps:

- Expanded the delivery of its student support services allowing students to access them either in-person or virtually.
- As discussed in II.C.1, the office of the vice president for enrollment management & student services (VPEMSS), counseling services, office of admissions, records and retention (OARR), financial aid office (FAO), student life, and health services have set up virtual offices where students can video conference with student services specialists (II.C.11).
- Deployed helpdesk services for students, faculty and staff (II.C.17; II.C.18).
- Made counseling and tutoring services available both in-person and virtually (II.C.27)
- Introduced upgrades to its Student Information System (SIS).
- Redesigned its in-person support services and resources allowing virtual delivery and access (II.C.10).

Appropriate, Comprehensive, Reliable Services. All students have *myShark*, a portal where they are able to access their educational records including degree completion progress report, web-based tools and

other resources to support their learning. The college continues to ensure that students at all campuses have access to primary and preventive health services, including emergency care, basic first aid care, clinical treatment for illnesses, health screenings, family planning, and referrals for needed services. (II.C.28). Counseling and tutoring services are also available at all campuses to provide students guidance, personal and academic counseling, career guidance, transfer and scholarship information, tutoring services, and workshops (II.C.29).

Analysis and Evaluation
The college continues to ensure that all students have equitable access to its wide variety of student support services and resources that are available at each campus location either in-person or virtually. Employing a variety of means and measures, the college consistently assesses the effectiveness, reliability and responsiveness of its student support services in supporting student needs and enhancing educational quality.

The college believes that it meets this Sub-Standard.

4. *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard
Mission-Driven Co-curricular Programs. To enhance the learning experience of students, the college provides a wide variety of co- and extra-curricular activities (II.C.30) through its student support services. These activities are organized and coordinated in collaboration with instructional affairs and other administrative units, including external government and private agencies or programs. Topics range from study and note-taking skills, test-taking tips, time management, résumé writing and job interview to career fair. The college also hosts forum lectures and other similar activities covering a variety of topics. Examples include forum lectures on:

- Financial Literacy 101 by Mary Simmering of the Bank of Guam-Pohnpei held last September 22, 2017;
- Opioid Awareness by Shellany Saimon of the Pohnpei State Mental Health held last October 9, 2019;
- What is nCov or Coronavirus? by Dr. Paul Dacanay, MD, of the college's public health and nursing programs held last April 30, 2018;
- Into the Deep virtual lecture forum by Nicole Yamase, the third woman and the first Pacific Islander in history to reach ocean's deepest point held on April 29, 2021, and many others.

While the college does not have athletic programs, it organizes intramural and recreational sports activities as a constituent of the out-of-classroom experience for the students. These activities include individual, dual and team recreational sports for men and women, such as basketball, volleyball, softball, soccer, table tennis, and others. The college also provides opportunities for students to engage in coaching and officiating clinics, and participate in sports and other athletic competitions at multiple levels (state, national, invitational, and regional).

The college's health services organize health events, educational and outreach activities throughout the year. These activities enhance student learning, and provide opportunities that promote social interactions and foster a greater awareness of individual civic responsibility. They include World Diabetes Day, World Aids Day, National Campus Annual Health Fair, and others. Health services also facilitate presentations on various health issues and problems.

Analysis and Evaluation
The college provides activities that supplement what students learn in the classroom. The co- and extra-curricular activities which include workshops and trainings, forum lectures, health events, intramural and recreational sports competitions, and recreational activities, and others.
The college believes that it meets the Sub-Standard.

5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

Evidence of Meeting the Standard
Counseling and Advising Services. Counseling and tutoring services are available at all campuses either in-person or virtual. Except for Kosrae Campus where counseling is a function of the Student Services Coordinators, counseling services are provided by three counselors at the National Campus, two counselors at the Career and Technical Education Center (CTEC), and a counselor each at Chuuk and Yap Campus, and the FSM Fisheries and Maritime Institute (FSM FMI).

The college's counseling services strive to encourage, support, and assist students in their pursuit of higher education by providing counseling and tutoring services to deal with personal, interpersonal, professional, and academic issues. The services assist students to focus on their academic studies by providing access to individualized tutoring, personal, career, and academic counseling, along with a variety of educational workshops and others (II.C.29; II.C.30).

Counselors assist in organizing orientation sessions to provide students useful and accurate information about relevant academic requirements and help them understand the requirements related to their programs of study. They also continue to collaborate with faculty in providing timely support to students through the Dropout Detective™ via Schoology and referrals to tutoring services.

The college academic advising service is primarily a responsibility of its department for instructional affairs. The objectives of the college's academic advising are:

a) to ensure that students are aware of their program requirements; and
b) to follow the sequence of courses for their programs, with the help of their academic advisors, so as to ensure timely graduation.

The dean of academic programs or the instructional coordinators at the state campuses assign students to academic advisors. Although academic advising is carried out by the faculty, at Yap

campus, student support services staff are also assigned as academic advisors. To continually prepare and support instructors in their roles as academic advisors, the college organizes faculty workshops and/or meetings at the beginning of every semester. For example, August 12, 2021, there was a [faculty workshop](#) at the National Campus (II.C.31).

As an essential advising tool or resource, academic advisors are provided access to their advisee's directory information, registration and schedule, mid-term grade report, degree completion progress report, and academic history in the SIS. The college's *[General Catalog](#)* (II.C.32), *[Faculty Handbook](#)* (II.C.33), and *[Advising Handbook](#)* (II.C.34) are available for advisors to use as guides for their advising functions. Additionally, student support services at the college continue to facilitate trainings for advisors on how to use *myShark*, relevant processes and procedures, Federal Student Aid (FSA), and others.

The college ensures that students have access to useful and accurate information about academic requirements including transfer policies, graduation requirements, and financial aid through its *[General Catalog](#)* (II.C.32), other relevant [publications](#) (II.C.23).

Analysis and Evaluation
The college provides counseling and advising services to students that are available at all campuses. The college also ensures that students are provided useful and accurate information about academic requirements including transfer policies, graduation requirements, and financial aid through its *General Catalog*, other relevant publications, and facilitates orientations to help students understand them. The college believes it meets the Sub-Standard

6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*
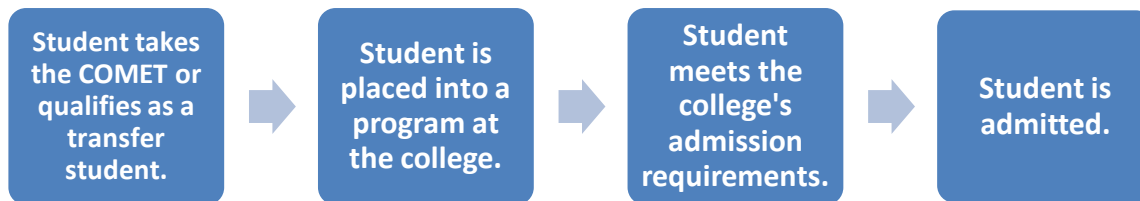
Evidence of Meeting the Standard
Admission Policies. The college has [admission policies and procedures](#) (BP 4000-4210) that have been adopted, approved and established by the Board of Regents (II.C.35). Administered by the president of the college through the Office of Admissions, Records, and Retention (OARR), these policies and procedures are published on the college's webpage and *[General Catalog](#)* (II.C.32), *[Student Handbook, and Student Guide](#)* (II.C.23) issued to new students, and other online and print publications, such as brochures issued to prospective students and the community.

The college considers its policies and procedures as living (or dynamic) documents that should grow and adapt with the organization, and that while core elements of a policy may stay the same, the procedures should change with the organization. As such, OARR collaborates with the Recruitment, Admissions and Retention Committee (RARC) to ensure that these admission policies and procedures are continually reviewed in accordance with [BP 2001](#) and [BP 2200](#) (II.C.45; II.C.46).

Pathways to Complete Degrees. The college's [general admission requirements](#) (pp.26-30) and [procedures](#) are likewise published in multiple formats and/or media to ensure transparency and awareness with the college community, more so, the external community (II.C.32; II.C.35). Additionally, the college's *[General Catalog](#)* (pp.35-87) provides a sequential list of courses for each program that are

regularly used by students and advisors to select courses and chart academic pathways to complete degrees and certificates (II.C.32).

| Student takes the COMET or qualifies as a transfer student. | → | Student is placed into a program at the college. | → | Student meets the college's admission requirements. | → | Student is admitted. |

. **Figure II.C.6.1. Schematic of the Admission Process at COM-FSM**

The college has also established BP 4208 for admitting transfer students and accepting transfer credits (II.C.47).

During orientation, OARR in collaboration with the college's instructional affairs, counseling services and other student support services provides orientation sessions to incoming first-time-in-college, transfer, and returning students on the registration process, academic standards and regulations, program requirements, and others (II.C.12). These sessions are aimed at providing students clear understanding of requirements, relevant policies and procedures; as such, they are able to achieve their goals while upholding college's policies.

Each student is assigned to an academic advisor and is given access to *myShark*, a portal where students are able to access their educational records including degree completion progress report. The college's counseling services provide information and materials to students for career educational planning, transfer and scholarship information, and others.

Analysis and Evaluation
The college has established admissions policies and procedures that are consistent with its mission and that are continually reviewed by relevant governance committees. Students are given appropriate assistance to ensure clear pathways to complete their degrees and certificates. The college believes that it meets this Sub-Standard.

7. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*
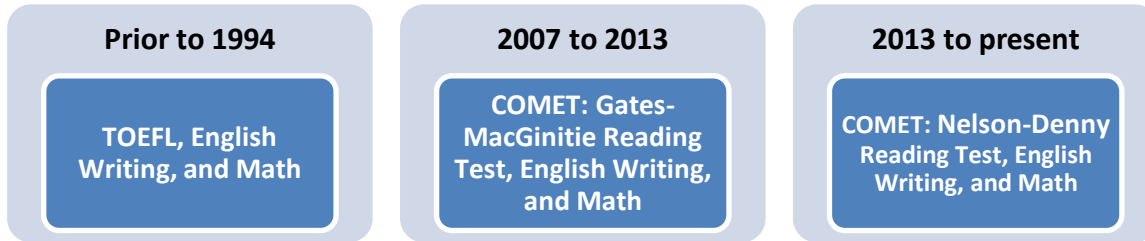
Evidence of Meeting the Standard
Evaluating Admissions and Placement Instruments. The college uses the College of Micronesia-FSM Entrance Test (COMET) to assist in making decisions about admitting students to the college, and to gather some information about how well prepared and "college-ready" prospective students are in English writing and reading, and in mathematics (II.C.37). The college also uses the COMET to admit students into academic degree programs or vocational and technical certificate programs and to determine their need for developmental educational courses. However, the college may also use other US nationally standardized tests as alternative to the COMET.

Validating Results. The COMET was designed as an entrance test for the college's internal use. Specifically, it is used to determine if a student has the potential to be successful at the college level.

It was not designed to be used as a measure of performance nor to be compared to US nationally standardized tests, such as SAT, ACT. The college's Recruitment, Admissions, and Retention Committee (RARC) continually reviews the COMET and validates its results (II.C.38; II.C.39; II.C.40).

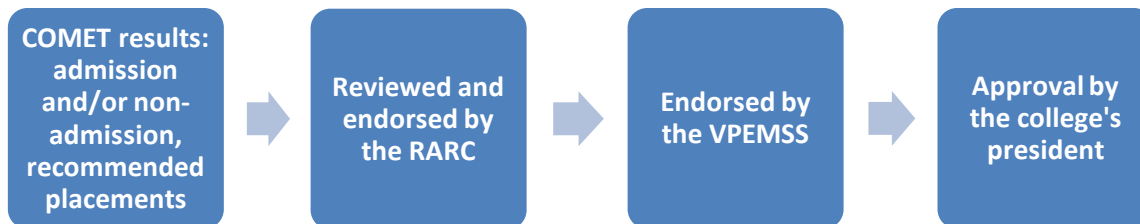| Prior to 1994	2007 to 2013	2013 to present
TOEFL, English Writing, and Math	COMET: Gates-MacGinitie Reading Test, English Writing, and Math	COMET: Nelson-Denny Reading Test, English Writing, and Math

Figure II.C.7.1. Evolution of COM-FSM Entrance Test (COMET)

In June 2021, the Regional Educational Laboratory Pacific at McREL International published its study in collaboration with COM-FSM entitled *Using High School Data to Explore Early College Success on Pohnpei, Federated States of Micronesia* (II.C.41). The study examined the early college success of students who graduated from public high schools on Pohnpei in the Federated States of Micronesia and enrolled at COM-FSM between 2016 and 2018. Findings in this study relating to the COMET include:

- High school grade point average was positively associated with receiving a high enough result on the COMET to be considered for direct admission to a degree program;
- Enrollment in the high school academic coursework track was positively associated with receiving a high enough result on the COMET to be considered for direct admission to a degree program; and
- High school grade point average was positively associated with COM-FSM students' placement in credit-bearing courses in all three subjects (*English writing, English reading, and math*).

The results of the COMET are also presented to the college's Recruitment, Admissions, and Retention Committee (RARC) for review, consideration and recommendations.

COMET results: admission and/or non-admission, recommended placements	→	Reviewed and endorsed by the RARC	→	Endorsed by the VPEMSS	→	Approval by the college's president

Figure II.C.7.2. Review, Endorsement, and Approval of the COMET Results

As cited in II.C.6, OARR collaborates with the Recruitment, Admissions and Retention Committee (RARC) to ensure that these admission policies and procedures, which include the COMET entrance criteria policy, are continually reviewed in accordance with BP 2001 and BP 2200 (II.C.48).

Analysis and Evaluation

The college regularly evaluates its admissions policies. Through the Recruitment, Admission and Retention Committee (RARC), the college continually review the COMET's reliability and validates the results. The college believes that it meets this Sub-Standard.

8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Evidence of Meeting the Standard

Maintaining Student Records. The college abides with the provisions of the Family Educational Rights and Privacy Act (FERPA) of 1974. The FERPA information is published in the college's *General Catalog* p.128 (II.C.42), and other publications, such as, the *Student Handbook, Student Guides* including application for admission. The college has adopted BP 4800 which outlines the guidelines from maintaining security and confidentiality to access and disclosure of student education records (II.C.43).

Secure Backup of Files. All student permanent education records are centrally stored in the Office of Admissions, Records and Retention (OARR) at the college's National Campus in Palikir, Pohnpei, Federated States of Micronesia. Student education records are securely shelved in locking file cabinets (II.C.44) located in an office section accessible and restricted only to the registrar and the record specialist.

Policies for Release of Student Records. In 2008, the college implemented its central web-based student information system (SIS), a production database with portals for students and faculty members. Access to this SIS production database is extended only to administrators, administrative and support services staff who have legitimate educational interest in student education records. The SIS production database is secured at both front and back end. On the front end, an approved user must login with a username and password in order to access the SIS production database. Each login is tracked as to who, where, and when the login occurs. On the back end, the SIS is backed up by a root-access-only server that is physically located in a different building from the main SIS server. The director of information technology and the system administrator receive daily notification regarding the backup.

Students are given password-protected electronic access to their myShark portals where they can register online and view their class schedules, unofficial transcripts, degree progress report, financial records, and others. Likewise, faculty members have password-protected electronic access to their myShark portals where they can view their class lists and academic records of their advisees, submit their mid-term and final grades, and others.

Analysis and Evaluation

The college continues to demonstrate compliance with FERPA, including policies and practices it adopted to ensure that student records are maintained permanently, securely, and confidentially. Backup of files is maintained regardless of whether those files are paper or electronic. Board policies, administrative procedures, and information on the college's website, all reinforce the

established policies for release of student records. There have been no recorded breeches of these policies or practices. The college believes it meets this Sub-Standard.

Conclusions on Standard II.C. Student Support Services

The college provides a wide variety of student support services, including co- and extra-curricular, intramural and recreational sports activities that are accessible by students, support student learning and are aligned with its mission. The college has a well-established process for evaluation the effectiveness of its student support services. The college also uses results of these assessments to guide enhancement and improvement of its student support programs and services, and inform annual budget development. The college continues to provide students appropriate assistance to ensure clear pathways to complete their degrees and certificates.

The college has established admission policies and procedures, and instrument for admitting students consistent with its mission, and these are continually reviewed by relevant governance committees. Finally, the college continues to maintain the integrity, accuracy, and accessibility of student educational records.

Improvement Plan(s)

None

Evidence Table

II.C.[number]	[citation]
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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

Standard III.A. Human Resources

1. *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

Summary. The college creates and maintains policies and practices that enable a fair and equitable hiring process as well as providing support and opportunities for continuous growth and focused development of personnel once on board. Staff and faculty provide training to fellow employees in their field across campuses by traveling to campus sites and now through ZOOM. Board Policy No. 6015 *Incentive Program* (III.A.1) encourages employees to enroll in additional or higher degree programs which, when completed, improve the employees' qualifications and pay grades. Board Policy No. 6015 *Professional Development Program* (III.A.1) and Board Policy No.6027 *Tuition and Waiver* (III.A.2) ensure that the college faculty and staff have education, training and experience necessary to support continuous improvement of programs and services. services.

Supporting the Mission. The thirty-two (32) (III.A.3) core administrators are sufficiently credentialed and experienced to manage programs and services. There are 94 faculty and 264 (III.A.4) staff that support and provide services to the six geographically distant campus sites.

Appropriate Education, Training and Experience. Board Policy No.6007 (III.A.5) and its Administrative Procedure No. 6007 (III.A.6) guide and direct the hiring for all positions. Vacancies list individual education and work experience or special skills required for a job with another list of required documents for examination of the most qualified and suitable candidate in the screening procedures, Hiring Procedures (III.A.7). The college mission statement and core values are on the vacancy listings, too (sample), (III.A.8). Prior to 2020, interviews were conducted by Skype for candidates off-island and face-to-face for on-island candidates. From January 2020 until present, the majority of interviews have been conducted on Zoom at all campuses with HR staff participation and coordination.

Board Policy No. 6026 *Faculty Workload* (III.A.9) lists the duties for faculty which include student learning assessment. Board Policy No. 6009 (pages 3-5) (III.A.10) lists the minimum qualification for faculty. Both duties and qualifications are listed in faculty handbook material maintained by the vice president for instructional affairs and given to instructional coordinators and new faculty. These two policies together with approved Personnel Position Requisition Form (III.A.11) provide the vacancy announcement for a faculty position noting the specific field, qualifications, experience, student learning experience and others.

The college is able to hire and maintain the core required faculty, staff and administrators who provide and support programs and services at all campuses despite the geographical, economic, political, and cultural complexities that exist in each state.

100% of technical faculty meet the minimum job requirements, only two academic faculty currently do not possess a master's degree but have exceeded the years of teaching experience and have attended instructional training on a semester basis. Currently, they are working on completing the master's degree online; one is pending the required on-the-job practicum requirement only. Of the thirty-two administrators, only three do not possess the master's degree and one the bachelor's degree required but all have exceeded the years of experience required and are working toward the requirement online currently.

Faculty and administrators and professional positions with housing and transportation benefits are widely advertised online and in print in the following media sources and are found to be effective.

- HigherEdJobs.com
- *Chronicle of Higher Education*
- *Honolulu Star Advertiser*
- *Econconsult* (Fiji based)
- Email to FSM Government and state agencies
- College website
- Pacific colleges where FSM citizens normally attend college
- Local radio stations
- Local newspaper

Job Descriptions. Every position has a job description that lists the duties, reporting structure, and minimum qualifications and this form is initiated with the PPR (III.A.11) from a supervisor at the very start of the search process. The job description (III.A.8), once established and finalized, is issued for advertisement and used by the screening committee as the basis for evaluation of qualified candidates. The job description is given to the successful candidate upon hire and the supervisor to guide the new employee's orientation, on-the-job training and evaluation. HRO adds the education qualification of each new hire onto the catalogue each time it is updated and the information is maintained and reflected in each employee report provided to management and to the FSM Government.

Analysis and Evaluation
Through the many existing policies, procedures and practices, the college conducts its hiring process consistently across the campuses, and ad hoc committees are able to follow a clear path to select a qualified candidate for positions. While the policies are found sufficient, the college continues to update procedures continuously to meet challenges and further strengthen the ability to hire qualified and suitable candidates while at the same time improving the pathways forward. The fact that all parties to a successful hire are given the job description, assures that the employee and supervisor have the same information to inform expectations, training and employee evaluation and benchmarks. The college believes it meets the Sub-Standard.

2. *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)*

Evidence of Meeting the Standard

Faculty Qualifications. The college publishes the current minimum qualification for faculty in Board Policy No. 6009 ([pages 3-5](#)) (III.A.10) for both academic and technical education. These qualifications are sufficient to address the program offerings. Academic faculty must have "*a master's degree in the field of work from an institution accredited through any of the U.S. Department of Education recognized accrediting commission.*" Trade and technical education faculty at the entry level must be "*a high school graduate or equivalent with earned journeyman certificate in the occupational teaching area or related field and eight years of full-time equivalent related occupational work experience or four years of full time teaching at the post-secondary level while the maximum entry level requires an earned doctorate degree from an accredited institution and four years of full time equivalent related occupational work experience or two years of full time teaching at the post-secondary level.*"

With the incentive of a higher pay grade and recognition and the ability to enroll online while working, faculty strive to increase their academic credentials. However, at times when a position is hard to fill after repeated advertisements because on-island applicants do not meet the minimum qualifications and/or off-island candidates are not suitable or do not accept the job, the college will invest in building local capacity and conditionally hire a person who does not have the academic requirements. Normally, the new faculty will be required to enroll in an approved degree from a US accredited college while working full-time or with reduced load, and the college will provide space, resources, and/or funding support. This practice is allowed by Board Policy No. 6009, page 5 that allows "*Divisions with less than fifty percent (50%) Micronesian faculty members may hire Micronesians with bachelor's degrees in the field of work from institutions accredited by a U.S. Department of Education-recognized accrediting commission. Credentials earned outside the U.S. must be equated to the minimum qualification to meet U.S. standards.*" (III.A.10). From 2005 to 2021, there were [72 employees](#) (III.A.12) who completed degrees under this policy while working, and 20 of them are faculty members. The policy allows the college to meet the master's degree requirements for academic programs and bring about quality instruction.

Faculty Job Descriptions. [Board Policy No. 6026](#) *Faculty Workload* (III.A.9) lists the duties for faculty which include student learning assessment, curriculum development and review. Board Policy No. 6009 ([pages 3-5](#)) (III.A.10) lists the minimum qualification for faculty. Both duties and qualifications are listed in faculty handbook material maintained by the vice president for instructional affairs and given to instructional coordinators and new faculty. These two policies and approved [Personnel Position Requisition Form](#) (III.A.11) form the vacancy announcement for a faculty position noting the specific field, qualifications, experience, student learning experience and others.

Analysis and Evaluation

Current COM-FSM policies and practices ensure that candidates for faculty positions are aware of the [job requirements and duties](#) (III.A.13) before they apply. Likewise, successful faculty candidates are [oriented](#) (III.A.15) upon hire and [twice](#) (III.A.16) a year at the beginning of the spring and fall semester. In these orientation sessions, they are reminded of instructional duties and obligations and

learning new and improved methods of instruction delivery including online teaching. The college believes it meets the Sub-Standard. **(ER 14)**

3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard

Summary. The administrators and others who manage programs and services possess the necessary qualifications. Board Policy No. 6015 *Professional Development* (III.A. 1) and Board Policy No. 6027 *Tuition and Waiver Reduction* (III.A. 2) guide the college to provide for its faculty and staff additional avenues and revenues to remain updated, meet new challenges and changes in work requirements, and continuously improve professional abilities and personal growth. Thirty-two (III.A.3) administrators responsible for programs and services are qualified and experienced in their roles through academic degree, travel aboard to attend conferences in their field of work, and/or courses taken in the college's work program or online; 72 total employees (III.A.12) have achieved professional degrees over the years. These individuals are evaluated per Board Policy No. 6017 *Performance Evaluation* (III.A.17) per their job description and are verified as meeting the job requirements and thus remain in their jobs. When an individual is found to not meet the job requirements and expectations, that individual is processed through relevant policies to exit the college. Of the thirty-two administrators, there are three who currently do not meet the degree requirements; one is working on his master's degree at UOG while working remotely, and two are attending online webinars/workshops through the college and have been certified that they possess the job knowledge and skills to carry the job they have had for 26 and 27 years. Their vice presidents are aware of their lack of the advanced degrees and are monitoring their performance continuously.

In general, the college continues to offer employees additional professional development opportunities whether while on the job or by sending them outside the FSM to attend training or deliver training in their area of expertise to employees at other campuses. Table III.A.3-1 below demonstrates the numerous times within the year from 2017 to 2020 that administrators engaged in such activity as compared to faculty and support staff. The data also demonstrate the value the college assigns to continuous growth of personnel even when they meet fully the job requirements at the time of hire.

Table III.A. 3-1 COM-FSM Training Overseas by Classification: 2017-2020

Fiscal Year	Faculty	Administrators	Support Staff	Total
2020	9	30	25	**64**
2019	42	68	69	**179**
2018	26	54	44	**124**
2017	42	77	35	**154**
Total	**119**	**229**	**175**	**521**

Source: Business Office

Additionally, the college promotes on-site coordination of group learning opportunities (2018 (III.A.18), 2019 (III.A.19), 2020 (III.A.20) where topics address work functions and sharing information.

Analysis and Evaluation
The college has realized benefits from the purposeful development opportunities employees are engaged in each year by traveling overseas, to the United States primarily, to participate in focused training in areas such as finance, instruction, or technology, Also they go to Hawaii to learn with other student aid financial officers from the Pacific Region when financial aid regulations are updated.

Current college policies and practices that provide and promote on-the-job learning ensure that administrators and staff members responsible for programs and services remain knowledgeable and skillful in their job areas. The incentives that reward willingness to learn on the job are appropriate and only enhance the ability of the college to employ the individuals in the positions. Nonetheless, in 2021 the college did not have data available to track every organized on-the-job training undertaken annually by individual offices and departments. The June 2021 review of the Strategic Plan 2018-2023, includes recommendations to make such data collection easier. The college believes it meets the Sub-Standard.

4. *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Evidence of Meeting the Standard
In accordance with Board Policy No. 6009 (pages 5 and 16) (III.A.10), the college maintains this standard through these statements and similar statements throughout the policy:

"An accredited institution is one accredited by one of the regional accrediting commissions in the United States recognized by the U.S. Department of Education."

"Equivalency: Degrees/certificates earned from institutions outside the United States may be considered as equivalent IF the degree is so interpreted by an independent professional organization recognized by the U.S. Department of Education that provides such service. The burden of proof rests with the employee."

Prior to 2017, the college employees with foreign credentials began work and presented proof of credential equations within four months. Since then, the college removed the potential risk and only brings new hires onboard when evidence is received at HRO for accreditation of institutions attended and a foreign degree that has been equated to meet US standards in the field of work. Vacancies that require a degree contain this statement, "*Foreign credentials must be equated to meet US standards in the field of work using World Education Services at http://www.wes.org.*" The hiring process continues to require official hard copies of transcripts for all degrees earned to be mailed directly to the Human Resources Office from schools and verification of US accreditation of schools by searching the USDOE website.

Analysis and Evaluation

The current policy and practices are found to be effective to meet this standard. The recent decision to eliminate the potential risk to the college and only to hire upon receipt of official hard copies transcripts from US accredited college and US equated foreign credentials reduces risk to the college although may delay the filling of vacancies. However, the practice of using part time employees while a position is vacant ensures that the personnel need is met temporarily. The college believes it meets the Sub-Standard.

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

Evidence of Meeting the Standard

Systematic Employee Evaluation. On May 3, 2017, the college revised Board Policy No.6017, *Performance Evaluation* (III.A.17) eliminating the annual evaluation for employees and replacing it with conducting employee reviews except for these purposes.

1. A new employee is evaluated six months from the date of hire and 60 days before the end of the one-year probationary period
2. All employees are evaluated 6 months prior to the end of the current contract.
3. Any employee with a need for improvement or unsatisfactory rating will be evaluated annually until the issues are resolved, and no annual salary will be processed until that evaluation is received and confirmed poor rating resolved.

There are still three evaluation tools with standards relevant to employee position type and follow the process below. These tools and procedures appear in the *Human Resources Manual* and are explained in the AP No.6017 (III.A.21).

- Appendix E   Performance Evaluation for support staff (III.A.22)
- Appendix F   Employee Progress Report for administrators (III.A.23)
- Appendix G   Instructional Faculty Evaluation (III.A.14)

Immediate Supervisor & Employee → Co-Supervisor → Vice President → HR Office
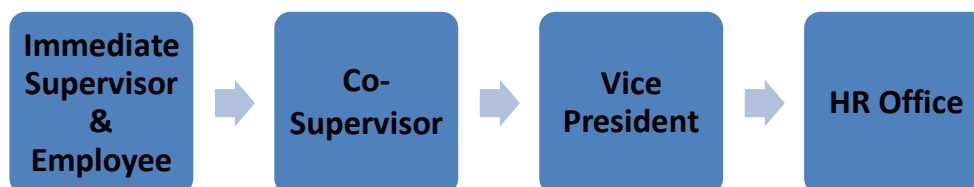
Figure III.A.5-1. The Flow of Employee Evaluation at COM-FSM

An employee's evaluation due date is based on the date of hire. Table III.A.5-1 shows that despite the reduced required number of evaluations yearly, in the recent four-year period only slightly more than 50% of the number of evaluations received at HRO met timelines. Despite late evaluations, employees whose evaluation ratings were satisfactory received their step increments retroactively. Currently benefits and payroll are not affected when the evaluation is late. The benefits reaped from the 2017 changes are that satisfactory evaluations result in early and timely processing of the annual salary increments.

Table III.A.5-1 COM-FSM College-Wide Performance Evaluation Figures: 2017-2020

Year	# of Evaluation Due	# Evaluations received on time		# of Evaluations received outside the timeline	
2017	38	15	39%	23	61%
2018	119	44	37%	75	63%
2019	154	64	41%	90	59%
2020	125	60	48%	65	52%
Total	**436**	**183**	**42%**	**253**	**58%**

Source: HRO

Analysis and Evaluation
The college recognizes that completing timely employee evaluations remains a challenge in the human resource aspect of the college and continues to provide administrative support and assurance to employees whose evaluations are late and to provide employees and supervisors with training to improve skills and planning. Although the changes were made in May 2017, the twenty-three late evaluations represent the late response to changes as often happens in organizations. When the COVID19 threat was recognized in spring 2020, the college quickly adjusted and provided clear directions to support employees, including additional training during the summer and that is seen in the 52% of late evaluations compared to previous years. It is clear that additional changes and review of the best solution for this area is needed, whether it be additional policy or procedures changes or purchasing software programs to bring about 100% of compliance with timelines. The college believes that it substantially meets the Sub-Standard.

6. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

7. *The institution maintains a sufficient number of qualified faculty, which includes full time faculty* **and** *may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

Evidence of Meeting the Standard
Sufficient Numbers of Qualified Faculty. The college meets the Sub-Standard by employing a core of full-time and part-time faculty who are evaluated at each term by students and the instructional

coordinator, as is shown in Table III.A.7-1. The college follows the established Enrollment Key Indicators (2006) (III.A.24) to determine sufficient faculty. Though the college employs for the most part the same part-time faculty from year to year, the reliance on them is lower than in previous years with 76% to 85% faculty teaching core courses being full-time. This improvement is added to the increased continuity of services, quality, and accessibility of faculty to students during working hours.

Table III.A.7-1 COM-FSM Full Time Faculty vs Part Time Faculty: 2017-2020

Semester	Full Time Faculty Number	Part Time Faculty Number	Combined Total Number	% of Full Time Faculty *
Fall 2017	95	26	121	78.51
Fall 2018	90	28	118	76.27
Fall 2019	93	16	109	85.32
Fall 2020	87	16	103	84.46
* According to the IES report *The Condition of Education in 2020*, "in fall 2018, of the 1.5 million faculty in degree-granting postsecondary institutions, 54 percent were full time and 46 percent were part time." COM-FSM's percentage consistently exceed these figures. This report can be accessed at https://nces.ed.gov/programs/coe/pdf/coe_csc.pdf				

Analysis and Evaluation

The current policies and practices allow for the college to provide sufficient quality faculty to achieve institutional mission and purpose. When full-time faculty, for whom the college is their primary employer, teach most courses, students have access to academic help five days a week during working. When classes have been taught online from spring 2020 to present, access to faculty has increased and become easy for students because students do not have to leave their homes and can reach faculty through the internet even after working hours as some faculty are still accessible at that time. The college believes that it meets the Sub-Standard. **(ER 14)**

8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard

Policies and Practices Supporting Pert Time Faculty. The college maintains clear and consistent policies and practices to ensure opportunities for integration of part-time faculty into the college to support and recognize their benefits and value added to the college.

Table III.A.8-1 Employment Policies Supporting Part Time Faculty

Board Policy No.	Title
Board Policy No. 6009	Compensation Policies 6.a & b
Board Policy No. 6012	Social Security
Board Policy No. 6015	Professional Development Program
Board Policy No. 6020	Sexual Harassment
Board Policy No.6021	Grievance Policy
Board Policy No. 6022	Employee Organization

Board Policy No.	Title
Board Policy No. 6029	Code of Ethics
Board Policy No. 6031	Human Resources Record Access and Confidentiality
Board Policy No. 6032	Controlled Substance & Alcohol Free Workplace and College Premises
Board Policy No. 6033	Personnel Policies
Board Policy No. 6034	Professional Dress Guidelines
Board Policy No. 2001	Policy on Policy
Board Policy No. 2200	Participatory Governance

Under the instructional department, these handbooks are issued and made available to faculty upon hire.
- Curriculum Handbook (2018) (III.A.25)
- Program Assessment and Review Manual (2017) (III.A.26)

These other resources are accessible online for use by faculty and the college personnel:
- Publication Manual (2017) (III.A.27)
- A handbook for Guiding Principles, Protocols and Strategies (2014) (III.A.28)

Analysis and Evaluation
Part-time faculty tend to work for the college continuously in the same capacity while holding full-time jobs locally and are familiar with island life and how things are. The fact that all the policies and handbooks are accessible online means that part-time faculty can look at them anytime and anywhere. If there are updates to policies or practices, part-time employees are informed just like full-time employees through a visit to the college website (newsfeed), messages received via college emails and in meetings (division, semester orientation, department, others). The college believes it meets the Sub-Standard.

9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard
Number of Staff. The thirty-two (III.A.3) administrators are sufficient based on the Enrollment Key Indicators (2006) III.A.24) that provide the ratio of personnel to students. There are thirty-five more staff now than in 2015, while the average student enrollment is less than the number in 2015.

Qualifications of Staff. Of the thirty-two administrators, currently only four do not possess the bachelor and master's degree for their job but they have more than 10 years of direct work experience in the area and have proved effective and qualified. However, they are encouraged to continue to peruse the formal academic degree. To expose them to best practices, the college makes available on-the-job learning experiences in their field, travel outside the FSM and short term group learning on site. Through the college's annual training (sample 2018, 2019,2020) and travel (III.A.18; III.A.19; III.A.20; III.A.29), these administrators continue to enhance and improve their skills. Board Policy No.6027 (III.A.2) and 6015 f III.A.1) further evidence the college's intentional approach to ensure administrators do not lack the means to further their professional growth.

Analysis and Evaluation

The staffing level (III.A.4) is supported by the last job audit conducted in 2010 and the current 35 more employees compared to 2015. While the college determines sufficient faculty members based on the Enrollment Key Indicators (2006) (III.A.24), and though four administrators do not possess the formal degree at the moment, the extensive years of experience and ongoing professional opportunities available through policies and practices ensure effective administrators and services. The college believes that it meets the Sub-Standard. **(ER 8)**

10.   *The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)*

Evidence of Meeting the Standard

Number and Preparation of Administrators. The thirty-two (32) (III.A.3) current administrators at the college are sufficient and qualified by education and experience their areas of responsibility except four who are currently taking courses online toward the required degree. That degree progress is in addition to the many professional development activities (III.A.29) they complete annually and on the job activities they complete(sample 2018, 2019, 2020) (III.A.18, III.A.19, III.A.20). Employees who are not suitable for a position or are unable to deliver the requirements of a job are subjected to demotion and/or dismissal, actions subject to   detailed steps provided for in Board Policy No. 6017 , No. 6009(p 16), No. 6018 and No. 6019 (III.A.17, III.A.32, III.A.30, III.A.31).

As the number of employees has increased by 35 compared to 2015 and confirmed by Enrollment Key Indicators (2006) (III.A.24), the current number is more than adequate to support the existing services and challenges of the COVID19 threat.

Continuity and Support for Mission and Purposes. These administrators prove year after year through evaluations that they are suitable for the jobs held and are able to deliver on the functions of the unit to support college mission. **(ER8)**

Analysis and Evaluation

The college finds the current number of administrators is not only sufficient but suitable and qualified to support the services and meet additional challenges brought on by the continued COVID19 and similar situations. Per the enrollment key indicators, the college lives by the established ratio, and services are improved and maintained the efficient level needed. The college's commitment to continuous improvement reflects the policies and practices directly supporting learning on the job formally and informally through coordinated learning experiences or traveling overseas to attend conferences in the direct field of work. Specifically, the group learning experiences are found to be most effective and enjoyed by staff because they are able to dialogue and exchange ideas with colleagues. The skills learned are reinforced once staff duplicate and share information with staff in their unit. The college believes that it meets the Sub-Standard.

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

administered.

Evidence of Meeting the Standard

Established Published Policies. The college publishes all of its policies (III.A.33) into eight chapters on the college website, organized by functional areas and paired with administrative procedures. Students, employees and anyone visiting the college website are able to access these documents.

Fair and Equitable Administration. To ensure a systematic review of these documents, the college created a master policy schedule for all policies which requires initial review to begin at the committee level and ends with board approval followed by updating the website. There are currently thirty-four policies (III.A.34) for Human Resources and a policy development (III.A.35) plan is maintained and updated annually based on the master policy schedule (III.A.36) and HRO's assessment of current policies. The Human Resources Committee (HRC) reviews policies each month in preparation for the following board's meeting. Table III.A.11-1 (III.A.37) provides a summary of the policies and procedures reviewed and forwarded to EC for AY 2017-2021. Members of HRC are recommended employees (staff and faculty) from each campus and part of their responsibilities as members is to bring concerns and recommendations on policies to the committee.

The Board Policy No. 2001 (III.A.38) established February 2015 made clear the pathways to creating new policies and reviewing existing ones.

New employees continue to receive hard copies of new Human Resources policies along with the *HR Manual* upon arrival at the job site. HRO staff also issue an email notice (III.A.39) to all employees each time a new policy is created or an existing one is amended and uploaded to the website as required by Board Policy No. 6033 (2018) and administrative procedures (III.A.40, III.A.41).

Analysis and Evaluation

The current practices and policies are sufficient to ensure equitable accessibility of all policies of the college to students, employees, and others. Board Policy No. 6033 and its administrative procedures further ensure a clear pathway for updating HR policies and procedures on the website and notifying the college community each time a change is made. Access to policies, procedures, committee meeting minutes and information on the college has improved from 2015 and more so since 2020 when the college made wider access to services and such remotely. HR policies and manuals are electronic as well and new hires and current employees seeking answers are sent direct links to the concerning policies or procedures regardless of the employee's location in the college. This level of access and format of procedures has improved the ability of the college in general and the HR staff in particular, to immediately access requesting information, directing inquirers to the correct policies and procedures. The college believes that it meets the Sub-Standard.

12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

Employment Equity and Diversity. The college finds its current policies and practices are sufficient to address the needs of its personnel. Despite the four political states that make up the FSM, the college is not ethnically diverse in the terms used in the United States. Current faculty and staff are 76% Micronesians or other Pacific Islanders and 93.3% of students are Micronesians. This makes the college eligible to apply for Asian American and Native American Pacific Island-Serving Institutions (AANAPISI) grants. Employee population on each campus represents the local population, and so do the students. The 24% of employees who are not Pacific Islanders are largely found in the faculty, a few high-level administrative positions and a few support staff positions where individuals live in the islands because they marry an islander or move with relatives who may be working in the government or the private job sectors. Through their local connections and network, they manage to assimilate into the college and community successfully.

There is also an increase in the number of employees taking classes per Board Policy No. 6027, from 8 in 2015 to 15 in 2020. Table III.A.12-1 shows the breakdown of employees who attended the college while employed there. Table III.A.12-2 reflects the personnel who completed degrees at the college or other colleges while on the job and with support from the college, whether financial or through administrative and approved leave.

Table III.A.12-1. Personnel Who Attended COM-FSM While Employed : 2015 - 2020

Year	Classified	Professional	Faculty	Management	Total Number
2020	12	3	0	0	15
2019	10	1	3	0	14
2018	15	1	1	0	17
2017	4	1	1	0	6
2016	2	0	2	1	5
2015	5	3	0	0	8
Total	**48**	**9**	**7**	**1**	**65**

Table III.A-2 Personnel Who Completed Degree while Working Full Time. 2015-2021.

YEAR	Associate Degree /3rd Year Certificate	Bachelor's degree	Master's degree	PhD degree	TOTAL
2021		1			1
2020		4	1		5
2019		1	2		3
2018	1				1
2017				1	1
2016		5			5
2015			1		1
TOTAL	**1**	**11**	**4**	**1**	**17**

Assessing Equity. The college assesses employment equity through updates within departmental meetings, standing committees, and the board quarterly meetings where statistics on these are provided for both students (sample: fall 2020, 2019, 2018, 2017) (III.A.42) and employees (sample: spring 2021, 2020, 2019, 2018) (III.43). The board is very keen on information in these areas and at times asks for additional details or reports, especially on employees. Through the governance structure and committees such as HRC, all college policies are scheduled for review and update in the master policy calendar (III.A.36) to support employee equity. Another way the college encourages growth and cross training is reflected in compensation policy, amended in September 2019, this change increased compensation from 10% to 20% for designated individuals appointed to serve as acting in a management position (Board Policy No. 6009: page 15) (III.A.44).

Analysis and Evaluation
The college finds its policies and practices sufficient and effective to ensure employee equity and diversity. Campus representative membership in the standing committees and representations in the board meetings and cabinet further assure consistency in this area and recommendations to policies and practices are communicated in standing committees. The college believes it meets the Sub-Standard.

13.   *The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

Evidence of Meeting the Standard
Published Code of Ethics. Board Policy No.6029 *Code of Ethics* (III.A.45) and administrative procedures (III.A.46) apply to all employees at the college and the college finds it sufficient and effective and linked to other disciplinary action policies. Board Policy No. 6019 *Employee Discipline and Protection* (III.A.31) and its administrative procedures (III.A.47) provide the step by step process for disciplinary actions and Board Policy No. 6021 *Grievance Policy* (III.A.48) provides its administrative procedures (III.A.51).

Analysis and Evaluation
The college finds its code for ethics policy and the related policies and practices sufficient and effective to ensure professional conduct and consequences. The college believes that it meets the Sub-Standard.

14.   *The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard
The college plans professional development of faculty and staff annually and provides through practices and annual budget funding for off island learning opportunities and training by college staff in their area of expertise. Board Policy No. 6015 Professional Development Plan (III.A.1) and Board Policy No. 6027 Tuition and Waiver Reduction (III.A.2) further demonstrate the college's commitment to development of college personnel.

Faculty across the campuses hold workshops at the beginning of spring and fall semester. On site workshops and webinars are held on topics identified by common themes identified by planning committees, needs assessment by previous workshops and current challenges. Board Policy No. 6016 Incentive Program pay while staff have the ability to qualify for other positions with higher pay than their current positions (III.A.49) and Board Policy No. 6009 Compensation Policies (III.A.32) support the other policies and practices by which employees are recognized when they complete a degree program. The group learning experiences are evaluated, and necessary changes inform future planning for both faculty and staff. Specifically, faculty contributes directly to semester orientation and training at each campus site for topics and scheduling. Administrators and supervisors recommend topics based on identified repeated concerns and employee evaluation objectives.

Analysis and Evaluation
Group learning is very appealing to employees and they provide informative recommendations for future events. The outcomes of these evaluations are shared with management teams at each campus and vice presidents at the national campus for support and approval of future learning events. The threat of the pandemic has increased the use of technology for learning which is not only cost effective but fun and informative because three campuses or four may be in a zoom learning program at the same time which was not possible before at the cost we pay now. Right away after such a learning event organized by HRO, vice presidents received attendance and recommendations/remarks from participants on a specific session. Through existing policies, the cabinet continues to review and approve formal and long-term professional development from individual employees. The college believes that it meets the Sub-Standard.

15. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Evidence of Meeting the Standard
Security and Confidentiality. Board Policy 6031 (III.A.50) was developed March 12, 2013, providing a security and safety process for personnel records. Employees both full-time and part-time have access to their personnel records, and this policy is used frequently to access copies of contracts and other forms from HRO.

The personnel file cabinets are locked individually inside the HRO Director's Office inside the HR Office at the National Campus.

Analysis and Evaluation
The college finds the current policy and its procedures to be sufficient and effectively addresses this standard.

Conclusions on Standard III.A. Human Resources

The college has policies and procedures in place to assure the integrity and quality for hiring administrators, faculty and staff. Criteria for selection are clearly stated, published and related to the college mission. Faculty are required to have master's degrees in the field they teach and duties include curriculum development and assessment. Administrators and staff meet minimum

qualifications and receive regular training. However, data collection on training outcomes could be improved. Degrees of employees are from U.S. accredited institutions or have been equated through professional services organizations. Evaluation of employees is regular, systematic and ongoing though timeliness of evaluations needs to be improved. The number of full-time faculty is sufficient to meet student needs with the support of adjunct faculty. Adjunct faculty are included in the college community through orientations, faculty meetings and faculty workshops. The number of administrators and staff has increased slightly since the last self-evaluation report and are of sufficient number to meet the needs of the students. A personnel manual with all policies and procedures is available in multiple formats for each employee. The college works to maintain equity and diversity of employees. A code of ethics is made public along with policies and procedures if there are violations of the code. The college offers and supports multiple opportunities for professional development of all employees. All personnel records are secured in locked files.

The college believes it meets this Sub-Standard with the identified improvements listed below.

Improvement Plan(s)

Standard	Improvement Plan	Responsibility	Timeline
III.A.3	Improve collection of available and accessible data on professional development at unit and department level.	HRO, VPs, Deans	2023-2024
III.A.5	Review for changes to current evaluation policies and/or purchase, initiate and implement software program to manage performance evaluation.	HRO, VPs	2025

Evidence Table

III.A.[number]	[citation]
III.A.1	Board Policy No. 6015 *Professional Development Program* https://www.dropbox.com/s/fpca76321o91z9s/III.A.1%20COM-FSM_BP6015.pdf?dl=0
III. A.2	Board Policy No. 6027 *Tuition and Waiver* https://www.dropbox.com/s/aykvmw2lgoztyq5/III.A.2%20COM-FSM_BP6027.pdf?dl=0
III. A. 3	*32 Core Administrators* https://www.dropbox.com/s/kghl4tf71s0m7oc/32%20Sufficiently%20Credentialed%20Administrators.pdf?dl=0
III.A.4	Staffing Numbers https://www.dropbox.com/s/5fvv06jgeqvtnms/Staffing%20Number.pdf?dl=0
III.A.5	Board Policy No.6007 *Employment* https://www.dropbox.com/s/63tc5uu68nfyne7/III.A.5%20COM-FSM_BP6007.pdf?dl=0
III.A.6	AP No. 6007 *Employment* https://www.dropbox.com/s/036la31pt34bkny/III.A.6%20AP_6007.pdf?dl=0
III.A.7	Hiring Procedures https://www.dropbox.com/s/nshyd3f8fz0xv4t/III.A.7%20Hiring%20Procedures.pdf?dl=0
III.A.8	Sample Vacancy Announcement https://www.dropbox.com/s/35y2bijp0vi9mn2/III.A.8.%20Sample%20Vacancy.pdf?dl=0
III.A.9	Board Policy No. 6026 *Faculty Workload* https://www.dropbox.com/s/hn13bvvchd5a2pe/III.A.9%20BP-6026-Faculty-Workload-Policy.pdf?dl=0
III.A.10	Board Policy No. 6009 *Compensation (Pages 3-5)* https://www.dropbox.com/s/agj75v6wdknv1it/Board%20Policy%20No.6009%20Page%203-5.pdf?dl=0

III.A.11	Sample Personnel Position Requisition https://www.dropbox.com/s/0kq8dlu6pxrp133/III.A.4%20Sample%20PPR%20Form.pdf?dl=0
III.A. 12	Employees Completing Degrees While Working-2005-2021 https://www.dropbox.com/s/t12sbmczqv9okgn/Employees%20Completing%20College%20Degree%20While%20Working-2005-2021.pdf?dl=0
III.A.13	Sample Faculty Job Description https://www.dropbox.com/s/j2x8op39iflybfh/Samle%20Faculty%20Job%20Describtion.pdf?dl=0
III.A. 14	Appendix G *Instructional Faculty Evaluation Form* http://www.comfsm.fm/hr/appendices/Appendix-G-InstructionalFaculty-Evaluation.pdf
III. A. 15	Sample Faculty Workshop https://www.dropbox.com/s/6hbh50orftkuc46/Faculty%20Orienation%20and%20Workshop.pdf?dl=0
III.A.16	Sample Faculty Orientation https://www.dropbox.com/s/h4pyc3ee7pp49bh/III.A.16 Kosrae Faculty Orienation.pdf?dl=0
III.A.17	Board Policy No. 6017 *Performance Evaluation* https://www.dropbox.com/s/igtxk2n9blr9tsp/III.A.17%20COM-FSM_BP6017.pdf?dl=0
III.A. 18	FY 2018 HR Coordinated Workshops https://www.dropbox.com/s/03pq33amn3choto/FY%202018%20HR%20Coordianted%20workshops.pdf?dl=0
III.A. 19	FY 2019 HR Coordinated Workshops https://www.dropbox.com/s/ef45s5qvqgc8xn4/FY%202019%20HR%20Coordinated%20Workshops.pdf?dl=0
III.A. 20	FY 2020 HR Coordinated Workshops https://www.dropbox.com/s/3gi8s804l6d8pez/FY%202020%20HR%20Coordinated%20Workshops.pdf?dl=0
III.A.21	AP 6017 Performance Evaluations. https://www.dropbox.com/s/igtxk2n9blr9tsp/III.A.17%20COM-FSM_BP6017.pdf?dl=0
III.A.22	Appendix E Performance Evaluation. https://www.dropbox.com/s/cq0ypjsx5fnbw47/III.A.22%20Appendix-E-Development-Plan-Performance-evaluation.pdf?dl=0
III.A.23	Appendix F Employee Progress Report https://www.dropbox.com/s/z2c1quyufh2xxmw/III.A.23%20Appendix-F-Employee-Progress-Report%28Management%29.pdf?dl=0
III.A.24	Enrollment Management Key Indicators. https://www.dropbox.com/s/ikfan722j4n0kbi/III.A.24%20Enrollment%20Management%20Key%20Indicators%20-2006.pdf?dl=0
III.A.25	Curriculum Handbook (2018) https://www.dropbox.com/s/j71qc8bqpduk5o7/III.A.25%20Curriculum%20Handbook_2018_final.pdf?dl=0
III.A.26	Program Assessment and Program Review Manual (2017). https://www.dropbox.com/s/bxijlqcvdgeduip/III.A.26%20Program-Assessment-and-Program-Review-Procedures-Manual.pdf?dl=0
III.A.27	Publications Manual (2017). https://www.dropbox.com/s/8cxn1oun6vngs52/III.A.27%20COM-FSM-Publications-Standards-Manual.pdf?dl=0
III.A.28	Strengthening Purposeful Dialogue: A Handbook of Guiding Principles, Protocols, and Strategies (2014). https://www.dropbox.com/s/gp0iuo1yoiywqep/III.A.28%20Strengthening-Purposeful-Dialogue.pdf?dl=0
III.A.29	Training Overseas by Classification. https://www.dropbox.com/s/ky41n25txe7yt2t/III.A.29%20Training%20Oveseas.pdf?dl=0
III.A.30	Board Policy No. 6018. https://www.dropbox.com/s/1as25zzem7tes73/III.A.30%20COM-FSM_BP6018.pdf?dl=0
III.A.31	Board Policy No. 6019. https://www.dropbox.com/s/hl7at5imrrfutce/III.A.31%20COM-FSM_BP6019.pdf?dl=0
III.A.32	Board Policy 6009 p16. https://www.dropbox.com/s/o4syuhqd9k6drco/III.A.32%20BP%206009.pdf?dl=0
III.A.33	Board Policies page. https://www.dropbox.com/s/zafoavhfe2nf7co/III.A.33%20Board%20Policy%20page.pdf?dl=0

III.A.34	34 Human Resources Policies. https://www.dropbox.com/s/qvyokz4kvertv5f/III.A.34%20Human%20Resources%20Policies.pdf?dl=0
III.A.35	Policy Development Plan Aug. 2020. https://www.dropbox.com/s/zdcvdaac6au7ixr/III.A.35%20POLICY%20DEVELOPMENT%20PLAN-%20August%202020.pdf?dl=0
III.A.36	Board of Regent Master Planning Calendar. https://www.dropbox.com/s/ng8lfgpqglllxw0/III.A.36%20BOR%20Master%20Planning%20Calendar%202018-2022.xlsx?dl=0
III.A.37	Table HR Tracking activities. https://www.dropbox.com/s/sgksnmm7zz0h2od/III.A.37%20HRC%20Tracking%20Activities%20AY%202017-2021.pdf?dl=0
III.A.38	Board Policy 2001. https://www.dropbox.com/s/we597po0wg38otl/III.A.38%20COMFSM_BP2001.pdf?dl=0
III.A.39	Email notice. 16 Sept. 2019, 7 December 2020. https://www.dropbox.com/sh/wetpg5rjwfkknpl/AAAf6uIv85GT54VLJVJpv1Bya?dl=0
III.A.40	Board Policy 6033. https://www.dropbox.com/s/ezql9m8s38f7czb/III.A.40%20COM-FSM_BP6033.pdf?dl=0
III.A.41	Administrative Procedure 6033. https://www.dropbox.com/s/58o85rrekksgzgw/III.A.41%20AP_6033.pdf?dl=0
III.A.42	Student Samples of equity. https://www.dropbox.com/sh/d7k1iwgu46txk2t/AAC3ZeaSvbBQXhXeuZNdSNdza?dl=0
III.A.43	Employee Samples of equity. https://www.dropbox.com/sh/ajp3f5mdi1ejgiq/AAB80Ofd2LT3zIdbxsMikmpba?dl=0
III.A.44	Board Policy 6009, p 15. https://www.dropbox.com/s/q4szk4ga6g985ep/III.A.44%20Board%20Policy%206009%2C%20p15.pdf?dl=0
III.A.45	Board Policy 6029. https://www.dropbox.com/s/klsaam63lzpiwed/III.A.45%20BP-6029-Code-of-Ethics.pdf?dl=0
III.A.46	Administrative Procedures 6029. https://www.dropbox.com/s/6dfaa5emn5zuchy/III.A.46%20AP_6029.pdf?dl=0
III.A.47	Administrative Procedures 6019. https://www.dropbox.com/s/9135373ja628shd/III.A.47%20AP_6019.pdf?dl=0
III.A.48	Board Policy 6021. https://www.dropbox.com/s/agxshmfvlzr3tu0/III.A.48%20COM-FSM_BP6021.pdf?dl=0
III.A.49	Board Policy 6016. https://www.dropbox.com/s/oqynqius13hyrwb/III.A.49%20COM-FSM_BP6016.pdf?dl=0
III.A.50	Board Policy 6031. https://www.dropbox.com/s/jicqcdo5mac3npb/III.A.50%20COM-FSM_BP6031.pdf?dl=0
III.A.51.	Administrative Procedures 6021. https://www.dropbox.com/s/55kd169c3f9djkq/III.A.51%20AP_6021.pdf?dl=0

Standard III.B. Physical Resources

1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard

Assures Sufficient Physical Resources. The College of Micronesia –FSM Facilities Master Plan (III.B.1) is incorporated with the college's *Integrated Educational Master Plan (IEMP)* (III.B.2) and is being implemented to ensure that all the college's physical resources are sufficient and adequate to attain the college's mission across the four states of the Federated States of Micronesia. Amidst the challenges due to geographic location of the six campuses, the college ensures that there are equitable support services in terms of physical resources college wide.

Although the college faces a steady decline in its enrollment for the past years, this did not stop the college from constructing and improving its facilities based on the completed COM-FSM Facilities Master Plan (III.B.1)

Table III.B.1.1. *Facilities Master Plan* Progress: 2017-2021

Year	Campus	Project Description	Project Amount (USD)	Status
2017	National	Student Center Building	3,500,000.00	
	CTEC	Multi-Technical Training Building	3,590,000.00	September 2021
2018	National	New Health Teaching Clinic	3,500,000.00	$2.5M Funded by Pohnpei State
	National	Infrastructure Upgrade	835,000.00	
	Kosrae	Design of Multi-Purpose Building with Associated Parking and walkways	329,000.00	Completed
	Chuuk	Design Building 1&2, Design on-site power, water supply & sewer system, parking and walkways	1,377,000.00	
		Construction Management for New Health Clinic and Infrastructure Update	121,250.00	
2019	Kosrae	Multipurpose Building Stage-1 and Furniture	3,500,000.00	Seeking funding from Kosrae State
	Kosrae	Onsite Infrastructures (Paved Access Road, parking lots, covered walkways)	1,500,000.00	
	Chuuk	Building No.1 and furniture	2,700,000.00	$3M Funded by Chuuk State

Year	Campus	Project Description	Project Amount (USD)	Status
	Chuuk	Onsite Infrastructure	770,000.00	
		Construction Management	419,000.00	
2020			-	
2021	Chuuk	Building 1 & 2	8,430,000.00	
		Construction Management	421,500.00	

The Student Center Building at national campus will create a one-stop center for student support services, tutoring space and provide additional roof covered space for students, and support staff to socialize and interact. The CTEC Multi Technical Training Building replaces the structurally damaged vocational building.

Assures Access, Safety, Security, and a Healthful Learning Environment. To ensure safety and healthy campus environment during the pandemic the college has taken the following actions.

- The college completed its *Emergency Management Plan (EMO)* in December 2018 and updated plan in 2020 to include a COVID-19 Preventative Measure and FrameWork. This update reflects the college's effort to employ continuous improvement in emergency responses.
- Implementation of COVID-19 preventative measures.
- Installation of Motion Sensor Faucets to ensure healthy environment.
- Installation of water tanks at the Dining Hall to ensure reliability of water supply for food preparation and cleaning.
- College also provides 24/7 security services at all campuses.
- Fencing of all campuses as part of the COVID-19 Pandemic security and safety efforts.
- Installation of hand sanitizer in classrooms and offices.
- Improving ventilations in buildings.

Construction of new facilities conforms to international building codes to ensure accessibility and safety for end users. All building constructions are supervised by FSM Project Management Unit, and building plans are reviewed by US Army Corps of Engineers to ensure conformity to International Building Construction Standard. The old facilities of the college were also improved in order to provide access to students, faculties, and staff with disabilities. In addition, the college has developed a Priority Project List (III.B.3) that is reviewed and implemented annually to ensure that facilities are adequately maintained and usable. Major repairs and renovations are funded through the Infrastructure Maintenance Fund, a grant from US Government through FSM National Government.

Table III.B.1.2 Infrastructure Maintenance Fund (USD)

Fiscal Year	Amount	Implemented Projects	Project Description
FY 2019	353,000	67,696.20	Renovation of Kosrae Building
		276,044.60	Renovation of CTEC - HTM Building

Fiscal Year	Amount	Implemented Projects	Project Description
FY2021	144,500		Renovation of CTEC Classroom 1-4

Janitorial and ground maintenance services are provided at all sites to ensure healthy learning and working environment.

The college also has a Facilities and Campus Environment (FCE) standing committee, which consists of faculty and staff members from all the campuses to address facilities and campus environment matters across all the sites. The committee's recommendations are forwarded to appropriate VPs and to the president for action as needed.

Security and safety. The college is committed to providing a safe and secure campus environment for students, faculty, staff and visitors. On January 25, 2019, the college established the recommended number of security officers per campus (III.B.4) necessary to provide security and safety services, 24 hours a day, seven days per week, 365 days per year. Additionally, the college regularly evaluates the effectiveness of its campus security and safety services through annual assessments and quadrennial program review in accordance with its BP 1110, (III.B.5); and guided by the five-year planning cycle under its *2018-2023 Integrated Educational Master Plan* (pp. 5-6) (III.B.2) and its *Program Assessment and Program Review Manual* (pp.22-31) (III.B.6). For example, on January 22, 2018, the college's campus security and safety completed its first program review (III.B.7).

In August 2017 to September 2020, the college contacted LAWESS (FSM Inc.) as its consultant on security and safety matters and to provide trainings for its security officers. The college continues to comply with the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act ("Clery Act"). To keep members of college community and the public informed about the safety of its campuses and about its current policies and procedures concerning campus safety and security, the college publishes annually security and fire safety reports (III.B.8) accessible online. These reports are also intended to inform prospective students, faculty, staff and visitors about the safety of our campuses. While the college does not have a Memorandum of Understanding with local law enforcement agencies, it maintains well-established and continuing working relationships with those agencies in enforcing local law on campus. For examples, all criminal incidents on campus are referred to the local law enforcement agencies with jurisdiction authority, and investigations relating to on campus incidents are conducted in joint efforts with the local law enforcement agencies.

Analysis and Evaluation

The college's primary source of capital projects funding is the FSM infrastructure program funds provided through the US-FSM compact economic assistance program. Both the college and the FSM National Government encountered challenges in implementing the project due to the meticulous process of approval from the US Government. Although there are delays in the commencement of construction, the college ensures that this will not affect the delivery of safe and sufficient facilities campus wide as well as maintenance to assure access, safety, security, and a healthful learning and working environment for all. The college believes that it meets the Sub-Standard.

2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Planning. The completion of the college's first *Facilities Master Plan* (III.B.1) in 2013 demonstrated formal planning and linking the facilities plan with the college's Integrated Educational Master Plan (III.B.2). This linkage allows the college to prioritize its projects based on available funds. The projects mentioned in previous sub-standard are some of the projects in the first five years tier. Class schedules are developed every semester and are also used to evaluate sufficiency and effective utilization of classrooms and facilities.

The college has developed a five-year priority project list (III.B.3) for major repair and renovation that is reviewed and prioritized annually based on availability of budget. The maintenance staff from each campus is in-charge to submit to the Director of Maintenance the projects to be included in the list.

Following is the list of projects implemented from this plan.
- Kosrae Campus Land Grand and faculty Office building roofing and interior improvement– Completed in May 2021.
- Hospitality and Tourism Management building upgrade –Completed in September 2021 CTEC.
- Roof replacement of Library Building at Chuuk Campus (RFP in progress).
- Classrooms 1-4 roof replacement and improvements at CTEC. (RFP in progress)
- Administration building floor replacement at CTEC. (RFP in progress)
- Administration building floor replacement at Kosrae Campus. (Implemented in fall 2021)

Maintenance and Replacement. The Priority Project List (III.B.3) guides prioritization of repairs, renovations and upgrades annually based on availability of the budget. The college has been receiving funds for its major repairs and upgrades through the compact infrastructure funds (IMF) provided by the FSM National Government. Each campus is also managing their own maintenance budget for minor repairs and renovations.

Upgrades Resources to support Programs and Services and Achieved its Mission. All major constructions and renovations of the college's facilities supported the programs, services, and achievement of its mission. The Hospitality, Tourism and Management building was upgraded to improve teaching space allowing instructor to face students while demonstrating and provide more teaching space as well as addressing safety issues. The construction of Student Center at National Campus and Multi-Purpose Building in Kosrae Campus will help improve the services offered to the students and the entire college community.

The Kosrae Campus Land Grant and Faculty Office roofing project was initiated to help stop roof leakage while reducing heat into the building. New ceilings were installed to also reduce heat and reduce volume of hot air to cool that can result in lesser power consumption.

Acquisition, Replacement and Upgrade of Equipment:
- Procurement and installation of 100KVA generator with generator house at CTEC was completed in 2020 and is improving quality of power supply to the lower campus.
- A portable 150 KVA generator was purchased in 2019 to improve reliability of power to the FSM-China Friendship Sports Center (Gym) and also to serve as a standby generator for other buildings.
- A bus was procured in 2019 to support the health science program and also to support the intercampus shuttle service. Air condition units are being upgraded to replace broken and inefficient units.
- Acquisition of larger boat and replacement of engines (Snapper) to adequately and safely transport students, faculty and staff.
- The college constantly replaces and upgrades its air condition units to more efficient and environmentally friendly units. This program helps the college in controlling its electrical power consumptions.

Analysis and Evaluation
The college ensures that the needs of programs and services are considered and given priority in project implementation. Major renovation and improvement are implemented in order to improve the quality of teaching and satisfy the needs of students. The college believes that it meets the Sub-Standard.

3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
Regular Evaluation of Facilities and Equipment. The college produces class schedules every semester that provide information on the use of the facilities and is used for future planning. In addition, the college has the enrollment management indicator that helps to ensure that the facilities are sufficient to support its programs. It is updated whenever new buildings are added or buildings are remodeled.

The maintenance department conducted a yearly evaluation of facilities and equipment in order to assess if physical resources can still support the operation of the college. The Priority project list is the main product of this assessment. Due to the college's limited resources, it is very important to make a priority list in order to properly address immediate requirements.

Utilization of relevant data to effectively address needs. Since early 2000 the college has been monitoring its electricity power consumption to reduce and control the growth in its electrical power consumption. This program has been successful through replacements of AC units, lighting system and reducing heat penetration into buildings by installing insulations and tinting windows. Successful energy conservation projects are being replicated in the state campuses if applicable.
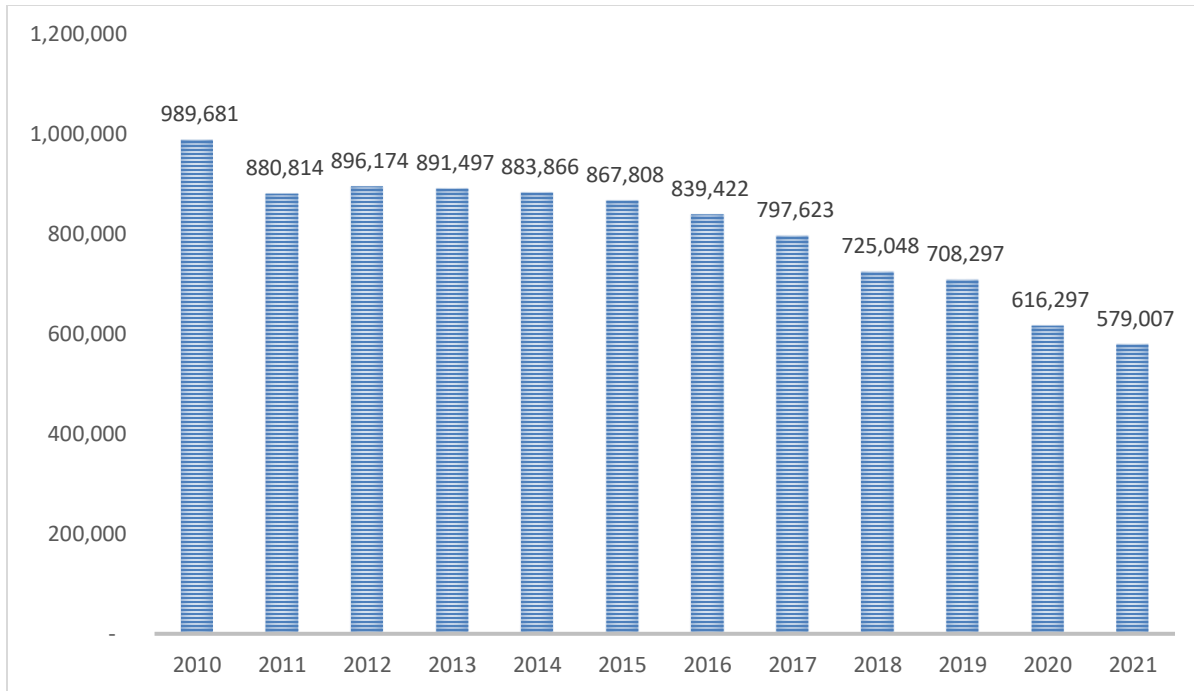
Figure III.B.3.1 Annual Power Usage in National Campus (KW)

In 2016, the college started the shuttle service between National Campus and CTEC. This service provides great support to programs and effective utilization of facilities and equipment because students from CTEC can easily access the facilities and equipment from National Campus.

Table III.B.-2 Bus Pass History

Year:	Spring	Summer	Fall	Total
2016	350	79	378	807
2017	308	80	401	789
2018	376	148	412	936
2019	379	186	437	1002
2020	468	0	141	609
2021	63	46	311	420

Analysis and Evaluation

The college is facing challenges in supporting institutional programs due to its limited resources and inherent geographical location. Addressing feasibility and effectiveness of physical resources needs to be planned in order not to waste resources. Projects are usually started in National Campus and if proven effective then are replicated in the state campuses. With this, the college believes that it meets the Sub-Standard.

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4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

The construction of the college's facilities as well as major renovation is funded by the FSM Government and FSM States. Projects in the College of Micronesia – FSM Facilities Master Plan (III.B.1) are also included in FSM IDP FY2016-2025 (III.B.9). These projects are reviewed annually in order to properly address the needs of the college in terms of supporting the programs offered, students' needs, and the achievement of its mission. Since capital projects and major renovations are funded by the National Government and US Government, the college responsibility is to maintain the total cost of ownership by doing preventive maintenance work. This function covers almost 10% of the college's annual budget. The college collected facility fees in order to address the maintenance of the college's facilities.

Analysis and Evaluation

The college's long range capital plans support institutional improvement goals and are part of the infrastructure development projects of the nation. The long-range plan is annually assessed in order to address the current need of the college. Although there are delays in the project implementation due to challenges that are beyond control of the college, this does not cause inefficacy in delivering the college's mission. The college also properly maintains the total cost of ownership as reflected in the current status of its facilities wherein some are almost fully depreciated per record but the actual facilities are still in pretty good shape and use.

Conclusions on Standard III.B. Physical Resources

Based on the current status of the college's physical resources, plan for long term projects and improvements, the college believes that it meets Standard III.B

Improvement Plan(s)
None

Evidence Table

III.B.[number]	
III.B.1	College of Micronesia-FSM Facilities Master Plan https://www.dropbox.com/s/sy4wxjtszgsdvff/III.B.1%202014-2023%20Summary%20of%20COM-FSM%20Facilities%20Master%20Plan%20Status_FM_03_07_22.pdf?dl=0
III.B.2	Integrated Educational Master Plan (IEMP) https://www.dropbox.com/s/av9q8by852q0c6z/III.B.2%20Integrated%20Educational%20Master%20Plan%20%28IEMP%29.pdf?dl=0
III.B.3	Priority Project List https://www.dropbox.com/s/2vpe7qmtdurwtpx/III.B.3%20Priority%20Project%20List.xlsx?dl=0
III.B.4	Recommended Full-time Security Officers Staffing https://www.dropbox.com/s/1fol88wprj3y44c/III.B.4%20Recommended%20Full-Time%20Security%20Officer%20Staffing%20Level.pdf?dl=0
III.B.5	COM-FSM BP_1110 https://www.dropbox.com/s/b6ggxsuerp43ge6/III.B.5%20COM-FSM_BP1110.pdf?dl=0

III.B.6	Program Assessment and Program Review Procedures Manual https://www.dropbox.com/s/6glb4gnl7vl0bep/III.B.6%20Program%20Assessment%20and%20Program%20Review%20Procedures%20Manual.pdf?dl=0
III.B.7	2014-2017 Program Review – Campus Security and Safety https://www.dropbox.com/s/ktu8vtma2fji1z1/III.B.7%202014-2017%20Program%20Review-Campus%20Security%20and%20Safety.pdf?dl=0
III.B.8	Annual Security and Fire Safety Reports https://www.dropbox.com/s/hlae2bnl63s7a9m/III.B.8%20Annual%20Security%20and%20Fire%20Safety%20Reports.JPG?dl=0
III.B.9	FSM IDP FY2016-FY2025 https://www.dropbox.com/s/f8btw89kkj30q3a/III.B.9%20FSM%20IDP%20FY2016-FY2025%20-%20National%20%28version%20151202%29.pdf?dl=0

III.C. Technology Resources

1. *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

Appropriate and Adequate Resources. The Information Technology Office (ITO) provides secure and reliable technology services to the college community. The office maintains network infrastructure, software, and end-user hardware at all campuses. The office is guided by the college's [Information Technology](#) (III.C.1) policies, and its active role within the college is defined in the *[Integrated Educational Master Plan (IEMP) Matrix.](#)* (III.C.2).

Core services used by all bona fide users at all campuses are centralized at the National Campus. These centralized services include email, [Helpdesk (](#)III.C.38), the [Student Information System (SIS)](#) (III.C.39), and the college website. These services are used by all the key areas of the college to deliver effective operational and academic services.

- Email is the primary mode of communication that connects the various campuses for operations and instruction.
- The Helpdesk supports employees and students at the college. Most student support services (Admissions Office, Financial Aid, and Campus Nurse) are listed in the Helpdesk to help those seeking guidance or scheduling a virtual or in person visit.
- The college's SIS is used by the administration, student services, faculty, and staff of the entire college, encompassing all roles and disciplines. Students have access to SIS through the MyShark web portal to view their student records. All these services are deployed via the encompassing umbrella of the college website, which enable access from anywhere in the world at any time of day.

To deliver those core services, ITO maintains a server room at the National Campus. The server room is a restricted access location that also operates on a Denyo DCA-220ESK backup generator to ensure nonstop services. ITO maintains [email alerts](#) (III.C.3) and logs to manage these services when interruptions occur. The primary server room is backed up to an alternate server room located in another building at the National Campus, which also has its own backup generator. This alternate server room can immediately replace the primary server room in an event of a catastrophe such as fire or a typhoon.

The college maintains a Wide Area Network (WAN) at each campus that operates on a Local Area Network (LAN). Every campus is equipped with a server rack that contains primary switching equipment and firewalls that allow internet use to be regulated and distributed. Each building at every campus is connected to these server rooms by underground fiber optic cable. At the termination of each building, internet is then distributed by Category 6 (CAT6) copper cabling or via [wireless access points](#) (III.C.41).

Access to the [wired network](#) (III.C.4) is made available to all employees at the college through their individual desktop computers, or to students via the various computer labs at each campus. The

wireless network is available to all authenticated college users twenty-four hours a day at every campus.

**Table IIIC.1. COM-FSM Computer Lab and Hardware Inventory
That Address Administrative Procedure (AP) 8000 Mandates. FY2021.**

No. of Computer Labs/ Hardware Inventory	Resource Support	AP 8000 (III.C.9) Mandates	
	Technology Fee	Student/Computer Ratio	Refreshment Cycle
19 labs/ 620 desktop computers/ Average 30 computers per lab	$100 per semester	10:1	Three years, or as assessed by ITO director
Notes: A three year history of lab improvements can be seen via evidence III.C.40.			

Source: Information Technology Office

Oversight of technology at the college and the use of technology for instruction is provided by the Information and Communication Technology (ICT) Committee; on which the ITO director is an ex-officio member. As prescribed by its terms of reference (III.C.6) ICT is made up of members from across the various stakeholders at the college. All Technology Fee purchases must go through the ICT Committee for endorsement. Technology used by faculty and staff is procured through departmental or office budgets, or through the ITO budget. The ITO director reviews and approves all technology related purchases to make sure they meet minimum requirements (III.C.5) established by the college, and that they are compatible with the technological environment of the college. The table below illustrates the packages available and by whom they are used.

Table III.C.2. Software Available at COM-FSM by Users. AY2021.

Users	Software Packages
All	AVG Anti Software Microsoft Volume Licensing (Office, OS) Microsoft Office 365 Helpdesk Google Workspace
All Wireless Users	PacketFence
Faculty/Advisers/ Instructional Affairs/Counseling	DropOut Detective
Faculty/Students/ Instructional Affairs	Schoology, Canvas
Faculty/Students	TurnItIn
Faculty	Respondus
Business Office	Abila MIP
Financial Aid Office	EduExpress

ITO regularly budgets for these software packages and maintains the licenses and updates at the enterprise level as shown in the table below. Requests for additional software can be made through ICT, Instructional Affairs, or directly to the ITO director where justification is established and tied to a strategic goal of a program or office. Software for student use for example is determined by the course outlines established by the college; which is the case for CA100: Computer Literacy (III.C.10) where instruction is performed using Microsoft Office 2016.

Analysis and Evaluation
ITO continues to monitor technology trends and applies that information while recognizing the unique technological characteristics of its geography and client demographic. As technology infrastructure in Micronesia progresses and competitive costs are realized, the college will continue to examine available technology that align with its current mission and future goals. ITO participates in several bodies allowing it to gather feedback from a wide range of users.

- Participation in the ICT committee provides valuable feedback from students, faculty, and staff represented from across the college.
- The ITO director is a member of the Management Team (MTeam) of the college, where issues are discussed and feedback is provided.
- Installation of the new Helpdesk software allows ITO to record and determine areas of interest that need to be addressed or where training topics can be derived.
- Participation in focus-group discussions with the National Cybersecurity Capacity Review sponsored by the FSM National Government and the Oceania Cybersecurity Centre.

2. *The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard
Planning. ITO has a mission to provide secure, reliable and performant technology. That mission translates into providing technology services to meet the current demands and provides room for scalability and growth at the college.

Procurement and Replacement. Student computers are procured and refreshed every three years or as needed through the technology fee stipulated through Administrative Procedure 8000. For example, Yap Campus saw total changeover of all its computer labs in 2020. The computers that were replaced will be assessed for operability to determine whether they can be redistributed internally for office use to staff, faculty, or special programs of the college. Where computers are rendered obsolete they are removed from inventory and undergo disposal procedures as outlined by Board Policy 5603 (III.C.11) and its associated Administrative Procedure (III.C.12).

IT in Support of the Mission Operations and Programs. Faculty and staff computers are funded through the ITO or each individual department, office, or program, and on occasion a special grant. Computers follow the established minimum system requirements, or are handled on a case-by-case basis depending on the type of work done in the office or if an individual has specific system requirements. ITO recently incorporated an inventory system that unifies the computer inventory at

all campuses for better tracking. Aging reports help determine how long a computer has been in service, and ITO recommends replacing any computer over the age of five years.

The college primarily uses Microsoft Windows operating systems and desktop publishing products for its operation and instruction. It has educational volume licensing that allows for the availability of updated products as they are made available to the public. ITO incorporated Office 365 (III.C.13) into the college setting as of January 2021, providing it for free to students to use on their devices.

Also in January 2021, ITO and Instructional Affairs deployed a pilot of Instructure's Canvas Learning Management System (LMS) (III.C.17) to examine its capabilities, and determine how it may or may not align with the college's institutional growth as it looks towards offering courses online. Along with the Canvas pilot, ITO also conducted a pilot to test Google Workspace (III.C.16) as an alternative to the current email system. This will offer a unified single sign on (SSO) method to allow users to access multiple applications at the college, as well as provide the added value of Google's free applications like Documents, Drive, Spreadsheets, and Presentations to name a few. Migrating college email to Workspace will allow the college to reduce its overhead costs of maintaining an email server yet provide added benefits.

ITO monitors its servers that house core services for improvements and security reasons. Recent upgrades to Linux systems that hold its primary databases were recently upgraded to allow for latest versions of software packages like PHP 7. This change has allowed for SIS to take a major upgrade seeing better performance to the application and its processes, and conversion of the MyShark student portal allowing for mobile responsive views.

In April of 2019 a project dubbed Chicken Nut Bread (CNB) (III.C.14) was initiated by ITO to upgrade its website to make it modern and improve its usability. The current website's backend is outdated and presents possible security breaches. The project began with internal workshops to discuss the current status of the college website, goals for the new website, an evaluation of similar websites and best practices, and to develop a plan and timeline to move forward. The college's webmaster has since conducted meetings with individual departments, offices, and program heads to gather feedback and evaluate their needs as it applies to the college website. ITO intends to create an outward facing website geared towards promoting the college and its academic programs as a recruitment and public awareness tool; and separate the inward facing items used internally for college business in a separate area. As of this writing development has started, engagement with stakeholders continues, and its first iteration will be live at the end of 2021.

Analysis and Evaluation

ITO's linkages through the Integrated Educational Master Plan, the course outlines, membership on ICT and other participatory governance bodies, and the requirements procedures stipulated through the Information Technology Polices allow it to keep appropriate technology resources. Through relationships with vendors, tracking of trends, and keeping up to date with security measures, ITO is able to provide adequate resources at its locations.

The Canvas pilot, as well Google Workspace pilot, serve as examples of this exploration into new technology for the college. They introduce new methods of use that the college has not employed and introduce to the administration, faculty, and students new ways of performing the same tasks and delivering services in a modern way. ITO continues to monitor emerging technologies that can help the college to better achieve its mission effectively and sustainably.

3. *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.*

Evidence of Meeting the Standard

The college strives to provide equity to its users across all its locations to allow for safe and uninterrupted performance of its digital services. ITO monitors the internet connections at all campuses, ensuring that power generation to its servers is constant, and that the server environments at each campus is optimal.

Email notifications are sent to members of the ITO when power outages (III.C.18) occur and when backup generators are started. Members monitor these notifications to ensure that internet equipment, along with core services can maintain constant uptime. Temperature alerts (III.C.19) are also sent out when near overheating occurs, and servers are programmed to shut down when they reach a threshold in order to preserve the integrity of the hardware and the data contained.
The college employs several measures to protect the security of email services.

- Measures exist at the application layer to monitor incoming email and traffic to prevent malicious intrusions. Emails are scanned prior to arrival and stripped (III.C.21) at the server level if malicious attachments are found.
- At the user level all computers are installed with enterprise version of AVG Antivirus that is also monitored by ITO.
- Users logins are also monitored by application by which alerts are sent by email (III.C.20) if a user accesses their account outside their normal behavior; often times indicating a hacked out. To preserve privacy and security passwords are changed immediately if an account is suspect.
- The college's wireless internet also has software in place that authenticates its users, and also tracks traffic based on patterns. Where defined packet patterns are detected, users are quarantined (III.C.22) and disallowed internet connection when malicious activity is detected, or the use of peer-to-peer software such as torrent downloaders are realized. Once a user is quarantined ITO has the ability to re-enable users once it is satisfied that the user or machine has undergone remedial action to prevent infractions.

Internet is delivered to the college by its primary internet service provider (ISP) FSM Telecommunications Corporation (FSMTC), which then serves the traffic to the World Wide Web (WWW) via undersea fiber optic cable. Undersea fiber optic cable has not reached the state of Kosrae and thus operates on a total speed of 5Mbps from FSMTC. Kosrae Campus is also equipped with satellite internet via Kacific Broadband Satellites (KBS) which can provide up to 100Mbps of internet speed. The Chuuk, CTEC, and National campuses use KBS as a redundant internet uplink to ensure connectivity. Currently KBS does not have a reach to the state of Yap, and thus a redundant FSMTC ADSL connection exists at Yap Campus in conjunction with its fiber optic cable.

Table III.C.3. Internet Speed Per Campus.

Campus	Primary Connection	ISP	Redundant Connection	ISP
National	1000mbps	FSMTC	100mbps	Kacific
CTEC	200mbps	FSMTC	100mbps	Kacific
Chuuk	200mbps	FSMTC	100mbps	Kacific

Campus	Primary Connection	ISP	Redundant Connection	ISP
Kosrae	100mbps	Kacific	100mbps	Kacific
Yap	200mbps	FSMTC	5mbps	FSMTC
FSM-FMI	5mbps	FSMTC		

Source: FSMTC Dedicated Internet and Other Services Agreement (Negotiated Rates) and Kacific Satellite Internet Services Agreement.

ITO also maintains a redundant backup location on campus backing up all critical data used by the college. Because data is centralized at the National Campus the other campuses need not back up any data. Through a consortium with the Pan-Pacific Education Council (PPEC) the college is coordinating with the University of Guam (UOG) to allow testing of backing up data to UOG in a secure fashion to act as an offsite disaster recovery solution.

Each college campus also has two IT Technicians that provide on the ground assessment of equipment and services. These technicians work in conjunction with the ITO director and system administrator based at the National Campus. At a minimum of once a year the ITO director or the system administrator makes site visits to assess IT infrastructure and services at each campus to ensure equity. The college Helpdesk offers direct contact for students and employees to their respective IT personnel, which can be escalated to the IT Director or other IT personnel that provide college-wide support.

Analysis and Evaluation
The evidence above documents the college's commitment to maintaining technology resources at the college and ensures funds such as the Technology Fee are properly used to provide adequate technological services across its campuses. The college also considers carefully its IT budget every year as its academic and operations rely greatly on technology. ITO recognizes its greatest technological asset is its human resources. The services and equipment the college uses are only as reliable as the people who maintain them. IT personnel at every campus serve on the ICT Committee, engage in user dialogues, and participate in IT trainings as they become available. These personnel are provided with the appropriate tools to perform their work, as well as the training for equipment that are installed or services as they arise.

4. *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard
ITO Training and Support. From ITO's perspective the effectiveness of meeting the college's institutional goals relies on the efficient use of technology. Training can be provided by request to individual groups or persons at the college covering various topics or as needs arise. ITO also participates in organized trainings such as staff development events or faculty and student workshops.

For students, ITO actively participates in student orientations to provide basic information of the technology provided at the college. It shares the basic construct of what they will use on campuses

in terms of communications and access, as well as a brief demonstration on internet safety and utilizing strong passwords. For example, a web based password checking (III.C.27) program was developed to demonstrate the need for password security and safeguarding. The program is designed to capture passwords and suggest a "stronger password" be emailed to a user. The presenter conducting the exercise would receive an email with the password, to which they would randomly show to the audience. This is used to demonstrate internet security, and as a segue into how users can select strong passwords and demonstration how they can be quickly changed in the MyShark student portal. ITO also creates video tutorials on various topics such *How to Login to Schoology* (III.C.28) or *How to use the Helpdesk* (III.C.29). These videos are archived on the college's YouTube channel (III.C.30) and shared through the college website and MyShark.

For faculty and staff, ITO participates in staff development days on various topics as requested by administration, or during faculty workshops at the beginning of semesters. For example in January and August of 2019, ITO personnel and a faculty trainer conducted Schoology trainings with faculty members in Chuuk (III.C.31), Kosrae, and Yap (III.C.32). Because not all users share the same needs or have the same questions, one-to-one training is often preferred and found effective. For example, a math faculty member provides individual assistance (III.C.33)to Schoology users based on the nature of their individual needs; also, ITO conducts mini trainings with the Procurement and Property Management Office (PPMO) such as the effective use of Thunderbird as an email application to organize and sort emails. ITO also creates tutorial videos for faculty and staff such as *For Instructors: Guide to add Zoom Meeting to a Course* (III.C.34) or *For Staff/Employees: How to Use COMFSM Helpdesk*. ITO also utilizes training provided by its software vendors and extends them to users at the college when they become available or as needed.

Reporting from the Helpdesk software also aids to identify areas where focuses should be taken in terms of training, based on what issues or tickets are repeatedly being submitted. Also, ITO personnel are encouraged to take a teaching approach when addressing user issues, as teaching a user how to remedy certain issues makes for better users.

Investing in capacity building is also done to improve skills to be able to support technology needs, or to be able to support college initiatives and operations. For example, the Kosrae Campus System Specialist accompanied members of the faculty on two separate occasions to the Schoology NEXT conferences. There information on the LMS, new features, and best practices are shared amongst users of the platform. The acquired knowledge is re-shared through one-to-one assistance and trainings.

Through the college's Staff Development program, the Systems Specialist and Webmaster earned his Bachelor of Science degree (III.C.23) in Information Technology in January of 2020. Additionally, he participated in an online workshop on *"Routing Basics"* where he earned a certificate of achievement (III.C.24) from the Asia Pacific Network Information Centre (APNIC). He is using his learned project management skills as he leads the website update initiative, and also supports all web services college-wide.

Analysis and Evaluation
The college's ITO provides adequate training to its students, faculty, and staff through in person training, or the availing of training materials produced for digital consumption. ITO staff are given development opportunities when they are available. The college meets this Sub-Standard.

5. *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard

The board approved Information Technology (III.C.1) policies are the principal guide behind the use of technology at the college determining its appropriate use. The associated Administrative Procedures (AP) offer the processes of which the policies will be executed to support the college. Board Policy (BP) 8400 (III.C.35) for example stipulates that the internet at the college is "provided to support the academic programs of the college, and is subject to the guidelines of those resources". Through AP 8400 (III.C.36) specific topics are detailed to enforce BP 8400 like references on the appropriate use of the World Wide Web, Web Page Content and Use, Institutional Web Pages, Personal Web Pages, Email Usage Guidelines, and Privacy.

These policies like all college policies undergo annual review based on the Board of Regents Five-Year Master Planning Calendar. To keep policies relevant and up to date they are monitored by the ITO Director with input and recommendations gathered from the Information and Communications Technology (ICT) Committee, to which recommendations are passed to the Executive Committee (EC), and then to the college Cabinet which finalizes it to be approved by the board. In its November 2020 (III.C.37) meeting, the ICT Committee examined BP8000 and BP8010 and provided feedback to proposals for change. With these established processes in place the college is able to gather input from all its stakeholders to maintain adequate technology and the guidelines that govern their appropriate use.

Analysis and Evaluation

The ITO and ICT Committees monitor policies and procedures at the college to keep them relevant and appropriate to the academic setting. Annual reviews of the policies and associated procedures ensures they are examined at a minimum once within a five-year period. Where immediate and necessary changes need to occur, the ITO office in coordination with ICT and impacted committees are able to propose changes; to which are passed on to the administration through the Executive Committee and the college Cabinet for consideration and endorsement before the college board officially adopts them.

Conclusions on Standard III.C. Technology Resources

The college is able to provide adequate and appropriate technological resources for its instructional and operational purposes. Through its use of hardware, software, and personnel, technology at the college is available at an equitable level to all its stakeholders regardless of location. Its technology policies allow for the continuous updates of these resources both for its faculty, staff, and its students.
The college meets the Sub-Standard.

Improvement Plan(s)
None.

Evidence Table
III.C.[number   **[citation]**
]

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Standard III.D. Financial Resources

Planning

1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Evidence of Meeting the Standard

Sufficient Financial Resources. The college financial resources are sufficient to support its operation and sustain student learning programs and improve institutional effectiveness.

Table III.D.1-1 COM-FSM Revenue, Budget & Expenditures History in USD (000) Actual

Fund Source (Revenue)	FY 2021	FY 2020	FY 2019	FY 2018	FY 2017	FY 2016	FY 2015
FSM Government subsidy (Compact Fund)	1,000	1,000	1,000	1,000	1,000	1,000	1,700
FSM Government subsidy (Local Fund)	2,800	2,800	2,800	2,800	2,800	2,800	2,100
Tuition and Fees	6,757	6,690	7,443	7,414	7,734	8,374	8,529
Other operation Fees	75	106	336	336	141	162	178
Totals	10,632	10,596	11,579	11,550	11,675	12,336	12,507
Operation expenditure budget	13,360	13,539	13,539	12,975	13,524	12,422	11,263
Difference from Revenue	(2,728)	(2,943)	(1,960)	(1,425)	(1,849)	(86)	1,244
Operation Expenditures Actual	(on-going)	11,047	11,502	11,624	11,414	12,364	10,359
Difference from Revenue	(on-going)	(451)	77	(74)	261	(28)	2,148

The table shown above indicates college's operation expenditures budget has been exceeding the actual revenue. However, the actual expenditure remains within the actual revenue except for projects funded by fund balance and reported as expenditure in the current fiscal year like the purchase of generator in FY2018. In FY2020, the college incurred significant losses due to the pandemic that affected the normal operation of the college. These losses were partially recovered in FY2021 through the US Government Higher Education Emergency Relief Fund (HEERF) that helped the college recover its operating losses.

The college continually monitors the operating expenditures and budget. The Business Office monitors and the comptroller discusses budget variances in the Cabinet and at other campus meetings. Financial status of the college was reported regularly during cabinet and BOR meeting in order to properly address shortfall of budget.

In order to continue fulfilling its mission as a learner-centered institution committed to the success of the Federated States of Micronesia, the college submitted in January 2018 a [Proposal for the Establishment and Implementation of a Baccalaureate of Science Degree for Elementary Education](#) (III.D.1). The program is considered self-sustaining and will only maximize the internal capacity of

the current number faculty plus the unfilled vacant positions. ACCJC approved (III.D.2) the proposal in October 2018.

The college continues to receive grants that support students' study, retention and success. Even if the enrollment has been declining, the college has carried on its mission and purpose to the students with the aid of these grants. The decline in the college revenue for the past years resulted in reallocation of resources according to priorities. The budget for FY2020 (III.D.3) reflected how the college prioritized the state campuses and student services by reallocating resources.

Supporting and Sustaining Learning Programs and Services. The college follows the Budget Procedures Handbook (III.D.4) in the budget preparation in order to ensure credibility, transparency, and accuracy of budget. The yearly budget guideline (III.D.5) is issued in order to update the budget coverage, process, revenue projections, and timelines. These guidelines ensure that the fiscal year's budget provides information such as the objectives and priorities, projected revenues, the allocation of resources, the process, direction and initiatives which should align to the strategic goals and link to SLO's. Budget proposals are submitted by offices or programs to be consolidated for budget hearing approvals. Each office is responsible for the preparation of their budget. Each department's budget incorporates allocation for administrative unit and student learning outcome. Offices' and Departments' goals are aligned to the mission and goals of the college.

Improving Institutional Effectiveness. Delegation of authority to budget managers and department heads plays an important role to establish responsibility for assuring that the institutional goals are achieved. This responsibility is demonstrated by how they manage the budget allocated to each campus, department, division and office.

Distributing Resources. The college has to allocate resources to National Campus, CTEC (formerly Pohnpei campus), Chuuk campus, Kosrae Campus, Yap Campus and FSM Fisheries and Maritime Institute (FMI) in Yap. The budget comparison for FY2016-2022 (III.D.6) shows how the college allocates resources based on priorities. The comparison shows the effort of the college to reduce the utility expenses and give more priorities to student service by gradually increasing its budget. FMI still receives support and allocation from FSM National Government. FMI funding is not included in FSM subsidy.

Table III.D.1-2 COM-FSM FY Operating Expenses in USD (000)

Category	2020		2019		2018		2017		2016	
Institutional support	6,581	31%	4,910	24%	4,704	24%	4,294	23%	3,762	19%
Instruction	7,091	33%	7,351	37%	7,227	37%	6,823	36%	7,911	39%
Student financial assistance	2,397	11%	3,682	18%	2,895	15%	2,944	16%	3,419	17%
Student services	1,639	8%	1,763	9%	1,693	9%	1,499	8%	1,340	7%
Auxiliary Services	2,556	12%	1,482	7%	742	4%	1,275	7%	1,316	7%

Category	2020		2019		2018		2017		2016	
Academic support	922	4%	736	4%	657	3%	755	4%	886	4%
Operations and maintenance, plant	207	1%	154	1%	1,586	8%	1,387	7%	1,484	7%
Total	21,393	100%	20,078	100%	19,504	100%	18,977	100%	20,118	100%
FTE	1,557		1,663		1,696		1,677		1,890	

Source: External Audit Report (Business Office)

The Budget Procedures Handbook (III.D.4) and guidelines (III.D.5) help in addressing and developing the budget to be aligned with the college's Integrated Educational Master Plan and its individual components.

Planning and Managing to Ensure Integrity. The college complies with Federal laws, regulations, and its own institution policies. The college is still in compliance with the generally accounting principles and major Federal programs of the United States of America. This compliance is depicted on the college's audit report (III.D.7) from FY2016 to FY2020. The audit report is still unmodified/unqualified and the college remains a low-risk auditee.

Planning and Managing to Insure Financial Stability. As shown on Table III.D.1-1, the college gets its funds from tuition and other fees, annual subsidy from the FSM national government, financial assistance to students from U.S Department of Education, and other scholarship awards. The subsidy amount from the FSM National Government has been consistent from FY2016-FY2022. This subsidy is from Compact of Free Association between United States of America and the Government of the FSM for Education Sector Grant (ESG) and the local revenue of the FSM National Government. Also, the FSM National Government shows its willingness to continue its financial support to the college by the letter (III.D.8) made by the FSM President to ACCJC.

Table III.D.1-3 COM-FSM Subsidy Level from FSM Govt. USD in 000s

Fund Sources Revenue	2022	2021	2020	2019	2018	2017	2016
FSM Govt. Subsidy (Compact Fund -ESG)	1,000	1,000	1,000	1,000	1,000	1,000	1,000
FSM Govt. Subsidy (Local Fund)	3,000	2,800	2,800	2,800	2,800	2,800	2,800
Infrastructure Maintenance Fund	0	151	0	353	0	0	0
Total	4,000	3,951	3,800	4,153	3,800	3,800	3,800

Source: Business Office

To increase net position, the college engages in specific fund-raising activities. As shown on Table III.D.1-3, the endowment fund is increasing. As of FY 2021, the endowment balance has increased

by $ 5,896,972.17 from FY 2016. This investment and other related incomes are still classified as nonexpendable restricted net position.

Table III.D.1-4 COM-FSM Endowment History (USD in '000s)

Fiscal Year	2021	2020	2019	2018	2017	2016
Ending Balance	10,019.80	8,185.97	7,256.16	6,761.49	6,161.68	4,575.89
Beginning Balance	8,185.97	7,256.16	6,761.49	6,161.68	4,575.89	4,122.83
Increase/ Decrease	**1,833.83**	**929.81**	**494.67**	**599.81**	**1,585.79**	**453.06**

Source: Business Office

Analysis and Evaluation

The declining enrollment has been a challenging factor in the preparation of budget. In order to sustain the financial stability of the college, strategic measures were considered. Some strategic measures are maximizing the credits of the enrollees and ensuring that support from FSM government continues. By proper budgeting and using the funds effectively and efficiently as reflected in its growing reserved and endowment fund, the college believes that it meets the Sub-Standard.

2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner

Evidence of Meeting the Standard

Missions and Goals as Foundations for Financial and Institutional Planning

The college regularly conducts an institutional check of its missions and goals fulfillment. Both instructional and administrative programs are reviewed cyclically (Standard I.A.3) in order to assess alignment with the college missions and goals and budget allocation in short-term and long-range planning. As the college continually faces a steady decline in enrollment, strategic allocation of resources is needed in order to achieve sustainability of operation. During the budget process, some budget line items cannot be covered due to limited resources, like temporary suspension of faculty hiring in State Campuses that has been covered by sending faculty from National Campus in order to deliver the program.

Policies and Procedures to ensure sound financial practices and financial stability

The college cyclically reviews its fiscal policies and procedures (III.D.9) every five years in order to ensure that sound financial practices are followed in order to maintain transparency and stability of operation.

1. The *Budget Procedures Handbook* (III.D.4) is also regularly reviewed and updated in order to ensure that institutional budget preparation meets the college's mission and goals.

The budget procedure starts with all VPs developing guidelines, assumptions, projections and timelines. The data they need to review are the latest *Environmental Scan Report*, budgets from prior years, the college's *Integrated Educational Master Plan* (IEMP), applicable accreditation guidelines and assessment results. Each office is required to prepare its own budget based on the available data on hand plus the data provided by their respective vice presidents. The budget review allows all offices to align their priorities to the over-all mission and goals of the college and be informed also of the college's limited resources.

Analysis and Evaluation
The college's adequate policies and procedures ensure that sound financial practices and financial stability are aligned with the institution's mission and goals. Various example of college financial data and fiscal policies support that conclusion. Timely review of budget guidelines is consistently done to assure institution's adaptability to technology advancement. The college believes that it meets the Sub-Standard.

6. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Evidence of Meeting the Standard
The financial planning and budgeting processes are defined and implemented according to the revised *Budget Procedures Handbook* dated February 14, 2020, which includes processes for broad opportunities for constituents to participate in financial planning and budget development. A diagram of the college's budget procedure appears in BudgetProceduresHandbook-RevEd2 (comfsm.fm) (III.D.4).

The budget process of the college allows each office to prepare their own budget worksheets. The budget worksheets are submitted to their respective department head. The department head then reviews the budget and forwards it to VPAS for consolidation and review. If during the review process there is a need to reduce the budget, each VP will go back to each office for budget re-allocation and cutting. Budget re-allocation can cross among departments depending on the priorities set by the college as in FY2020 wherein the college set to prioritize student services and state campuses so the budget is re-allocated according to priorities. The minutes of budget meetings (III.D.10) documented this participatory governance process.

Analysis and Evaluation
In February 2020, the college reviewed the guidelines from May 2013 and simplified the steps. Though the steps were narrowed down, the college believes that the revised process meets the institution's mission and goals These new budget planning guidelines clearly define a process that is thorough and inclusive, and the college believes it meets the Sub-Standard.

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard
Realistic Financial Planning and Assessment. The college follows the *Budget Procedures Handbook* (III.D.4) in its yearly budget planning. Projected revenues are formulated based on available historical data and assessed conservatively for realistic achievement considering factors that affect enrollment. The budget process also gives opportunity to each office to assess priorities in order to help the college maximize the impact of limited resources. Discussions among offices enable the college to see more opportunity for improvement. For example, faculty from one campus can teach to different campuses instead of hiring full-time faculty, or students from CTEC can take up classes in National Campus.

Development of Financial Resources. More revenue generating activities were developed in order to support activities not covered by operating budget. For example, in CTEC, a by-product account was generated to account for revenue from sales of products made from carpentry, electronics, mechanic, refrigeration, air condition and hotel & tourism management classes. Revenues from this by-product account are used for expenses not in the current budget like training, seminars, and other school activities of CTEC. Partnerships with external entities also help sustainability of the current operation and development of more programs that help the college achieve financial stability. As an example, the Center for Entrepreneurship manages the college partnership with China Aid in supplying vegetables to Dining Hall. The center also established the hydroponic vegetable project through the help of US Department of Commerce. The said project addresses the shortage of vegetables experienced by the college due to limited market supply in the island.

Analysis and Evaluation
The college regularly reviews the budget against the actual revenue. If there is shortfall in revenue collection, the college has demonstrated, particularly in the pandemic year, that it will develop ways to effectively manage the available resources. The college believes that it meets the Sub-Standard.

5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard
Internal Control Structure. The college has fiscal policies and procedures (III.D.9) in place that strengthen the internal control mechanism in handling financial resources, assets, and improvement of operations. The strong internal control is reflected in the external audit reports/findings for internal control and compliance which have given the college an unmodified opinion for the last six years.

Regular evaluation of financial management practices to improve internal control system. Aside from the regular review of fiscal policies and procedures, the college also uses the recommendation of the auditor in improving the internal control system. The establishment of Procurement and Asset Management Office in 2017 strengthened the college internal control in asset management. Separation of duties

also has improved the checks and balances of responsibility. A cyclical assessment (III.D.11) is also conducted in Business Office in order to improve its operation.

Analysis and Evaluation
The college continually evaluates its financial management practice in order to improve its operation. The Office of Procurement and Property Management was established in order to address an operational deficiency found during audit. This new office will promote efficiency and transparency in the procurement and asset management process. The college believes that it meets the Sub-Standard.

6. *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard
High Degree of Credibility and Accuracy of Financial Documents. The college practices transparency in all its transactions. Financial documents including the budget go through the proper governance body from preparation to approval. Each office conducts its own budget preparation and submits it to their respective vice president for review. The credibility and accuracy of financial documents is also reflected in the yearly audit reports (III.D.7) that has considered the college as a low-risk auditee for the past several years.

Appropriate Allocation and Use of Financial Resources. The college yearly budget is a product of college wide deliberation of financial resources allocation due to limited resources. Each office submits their budget to their respective vice presidents. If the total proposed budget is greater than the projected revenue, the VPs' will go back to their priorities and examine thoroughly the submitted budget to determine if there are line items that can be tabled to the nest fiscal year. The college prioritizes budget line items that support student learning programs and services. Even with the decline in projected revenue, that line-item prioritization has continued for state campuses and departments.

Table III.D.6.1 COM-FSM Budget Allocations (USD in 000's) FY 2017-FY 2022

Unit	2022		2021		2020		2019		2018		2017	
OP	535	4%	599	5%	613	5%	648	5%	627	5%	672	5%
VPIA	3,017	25%	3,348	25%	3,413	25%	3,438	25%	3,285	25%	3,059	24%
VPAS	1,893	16%	2,036	15%	2,023	15%	2,151	16%	2,010	16%	2,119	17%
VPEMSS	1,287	11%	1,455	11%	1,440	11%	1,366	10%	1,185	9%	1,179	9%
VPIEQA	712	6%	861	6%	830	6%	860	6%	900	7%	1,092	9%
CTEC	1,767	14%	1,921	14%	1,945	14%	1,871	14%	1,726	13%	1,611	13%
Chuuk Campus	1,298	11%	1,425	11%	1,520	11%	1,473	11%	1,529	12%	1,455	11%
Yap Campus	788	6%	827	6%	803	6%	792	6%	795	6%	745	6%

Unit	2022		2021		2020		2019		2018		2017	
Kosrae Campus	818	7%	888	7%	952	7%	941	7%	917	7%	817	6%
Total	12,115	100%	13,360	100%	13,539	100%	13,539	100%	12,975	100%	12,749	100%
Note: Some percentages total more than 100% because of rounding.												

Source: Business Office

Analysis and Evaluation

The college periodically reviews the budget process in order to properly allocate the financial resources according to the needs of the college. For the past years, the college continually prioritized the needs of students as reflected in the budget allocations wherein VPIA, VPEMSS and state campuses were given priority in the budget allocation. The college also reviews its policy and procedures in order to assess the effectiveness of its internal control. The college believes that all financial documents reflect a high a degree of credibility and accuracy and budget allocations that prioritize student learning programs and services. The college believes that it meets the Sub-Standard.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Institutional Responses to Audit Findings. In order to assure the financial integrity in handling funds, the college and the FSM National Government hired an external auditor to perform a compliance and financial statement audit. Any audit findings were discussed with concerned offices in order to prepare the appropriate response and address the findings in a timely manner. The audit findings and appropriate response are discussed with the appropriate offices in order to address the audit concerns. The audit reports were distributed regularly to FSM National Government, FSM library, College library, vice presidents and Board of Regents. The audit reports are also available online for easy access to the general public. The college submits the audit report on time to Federal Clearing House, EZ Audit and ACCJC. Table III.D.7-1 summarizes these findings.

Table III.D.7-1 Summary of Audit Findings

	FS				Federal Awards			
Year	Opinion	Material Weakness	Significant Deficiency	Non-compliance	Opinion	Material Weakness	Significant Deficiency	Audit Findings (required to disclosed)
2020	Unmodified	no	yes	yes	Unmodified	no	none	no
2019	Unmodified	no	yes	no	Unmodified	no	none	no
2018	Unmodified	no	none	no	Unmodified	no	none	no
2017	Unmodified	no	none	no	Unmodified	no	none	no
2016	Unmodified	yes	yes	yes	Unmodified	no	none	no
2015	Unmodified	no	none	no	Unmodified	no	none	no

Source: Business Office

Analysis and Evaluation

The college uses the audit findings in improving its operation and strengthening the internal control. The deficiency and material weakness in its operation were addressed in a timely manner. The college continually receives an unmodified opinion both in its Financial Statement and Compliance audit. The college believes that it meets this Sub-Standard.

> 8. *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard

Reviewing College Financial Policies and Systems. The college periodically reviews financial policies and control systems in order to assess validity and effectiveness. The review process will help the college strengthen its internal control and improve its operation. Policy and procedures will also be reviewed and updated due to the evolving needs of the college. The *Bookstore Policy,* which was reviewed in 2019 was again reviewed by Finance Committee due to changes in the college that affect Bookstore operations. For example, instructional coordinators have replaced division chairs in the approval of Textbook Adoption Requisition Form (TARF). Another change is the replacement of vice president of instructional affairs with dean of academic programs in the final approval of the TARF. The college is also audited annually by an external auditor for its internal control and compliance.

Analysis and Evaluation

The college financial and internal control system are periodically reviewed by the college for validity and effectiveness. Audit findings are also taken into consideration in order to improve the operation of the college. The college believes that it meets the Sub-Standard.

> 9. *The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.*

Evidence of Meeting the Standard

Sufficient cash flow and reserves to maintain stability. The college has sufficient cash flow and reserves to maintain stability. The college has not incurred any cash flow problems and has maintained sufficient funds to settle its obligations with trade liabilities, special contracts, personnel compensation, and other short-term obligations. In FY2019, the college encountered a problem with cash collection from the FSM National Government due to change of government leadership. The National Government waited for the new Finance Secretary to approve the processing of payment resulting to the withdrawal of $2.8M cash reserve at the end of fiscal year to maintain the liquidity of the college. The cash reserve was returned to investment after the new Finance Secretary made a commitment to process the pending subsidy to the college.

Sufficient cash flow to support strategies for appropriate risk management. Due to the college liquidity and sufficient cash available, risk management and contingency plans during the pandemic were implemented smoothly. The college experienced the first lockdown in March due to suspected cases of COVID-19 in Pohnpei Island. Management decided to double the Imprest Fund of the state

campuses to give them enough resources to address any COVID-related purchases or if processing of replenishment will be slow due to the lockdown. Students who decided to go back home were deployed immediately using the college fund.

The tables below provide financial information reflecting liquidity of the college and the reserve ratio to establish the contingency fund to ensure availability of fiscal resources to support unforeseen occurrences and other expenditures that are not in the budget. The college uses the contingency fund balance with the approval from the college management and the Board of Regents.

Table III.D.9-1. COM-FSM Unrestricted Fund Balance Ratios (40% Set level)

Fiscal Year	Annual Operating Expense	Unrestricted Net Assets	Ratio
2020	22,342,306.00	17,178,798.00	77%
2019	21,087,852.00	17,073,434.00	81%
2018	19,402,005.00	16,685,912.00	86%
2017	19,891,058.00	10,751,645.00	54%
2016	20,959,189.00	11,516,346.00	55%
2015	18,364,715.00	11,060,072.00	60%

Source: Business Office

Table III.D.9-2 COMFSM Reserve Ratios (5% Requirement)

Fiscal Year	Annual Operating Expense	Cash Reserved	Ratio
2020	22,342,306.00	3,396,331.35	15%
2019	21,087,852.00	3,235,123.63	15%
2018	19,402,005.00	3,099,817.34	16%
2017	19,891,058.00	3,038,203.49	15%
2016	20,959,189.00	2,874,965.76	14%
2015	18,364,715.00	2,812,054.18	15%

Source: Business Office

The college regularly renews its insurance to cover any losses and other risks that may arise in the day-to-day operation of the college. In addition, the college implemented its planning agenda by securing cash management services to reduce the risk of uninsured amounts of cash balances and to maximize earnings for idle cash. The college secured the services of Raymond James for cash management services that provide higher interest yield and adequate insurance coverage. Table III.D.9-3 shows that the college has $7.21 to cover each $1 trade liability.

Table III.9.3 Liquidity Ratio

Fiscal Year	Cash & Cash Equivalents	Trade Liabilities	Ratio of Cash to Trade Liabilities
2020	7,450,834.00	1,034,025.00	7.21
2019	6,916,208.00	1,095,340.00	6.31
2018	7,622,585.00	1,015,615.00	7.51
2017	6,886,126.00	1,089,025.00	6.32

| 2016 | 9,661,285.00 | 980,705.00 | 9.85 |
| 2015 | 7,227,101.00 | 794,740.00 | 9.09 |

Source: Business Office

Analysis and Evaluation

For the past six years (FY2015-2020), the college has properly managed its financial resources especially its cash and investments. Cash reserves continue to grow and help the college in addressing its financial stability. Due to the sufficient cash position of the college, strategies supporting risk management and the contingency plan to meet financial emergencies and unforeseen occurrences are easily implemented on time. The college believes that it meets the Sub-Standard.

> 10. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Evidence of Meeting the Standard

Comprehensive Oversight of Finances. The college has been consistent in practicing effective oversight of finances by updating policies and procedures to strengthen internal control. The accounting system of the college allows it to monitor budget of grants and other externally funded programs to properly account for the expenses.

Management of Financial Aid. The college developed its own SIS specifically to manage students' accounts and records. This system is continually upgraded (III.D.12) in order to improve the management of financial aid and to satisfy the requirements of the federal government.

Management of Grants and Externally Funded Programs. The college has been consistently in compliance with the federal requirements in grant management as reflected in its financial audit for FY 2015-2020 (III.D.7).

Management of Auxiliary Services or Foundation. The Friends of COM-FSM Foundation agreed to be dissolved due to inactivity of its officers. Funds were returned to the college. The college auxiliary services continue to support students, faculty, and staffs need while operating from its own revenue.

Institutional Investments and Assets. The college established its Procurement and Asset Management Office in 2017 to address audit issues related to procurement and asset management. Raymond James and Associates Inc. manage the college investments The Board of Regents regularly reviews (III.D.13) the Investment Policy Statement of both the endowment fund and cash reserves.

Analysis and Evaluation

Based on the yearly compliance audit, the college is considered as a low-risk auditee and has had no material weaknesses identified. Aside from having a good audit, the college continually reviews its policies and procedures to improve the management of its financial resources. The college believes that it meets the Sub-Standard.

> 11. *The level of financial resources provides a reasonable expectation of both short- term and long-term*

financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Providing Short-Term Solvency. The college controls and maintains its expenditures to stay within its approved budget. When the college has not met its projected revenue, it has taken into consideration the expenditures to stay within its generated revenue. It has frozen reprogramming, postponed purchases of fixed assets, travel or minimized spending on supplies, printing and reference materials. The college maintains its financial position by monitoring actions or shortfalls.

Providing Long-Term Solvency. The college has an endowment fund (III.D.14) that was started in 1997. The goal of the fund is to provide stability of the College. The endowment fund has been managed by Raymond James & Associates Inc. since 2015 when the Morgan Stanley Group left the Pacific market.
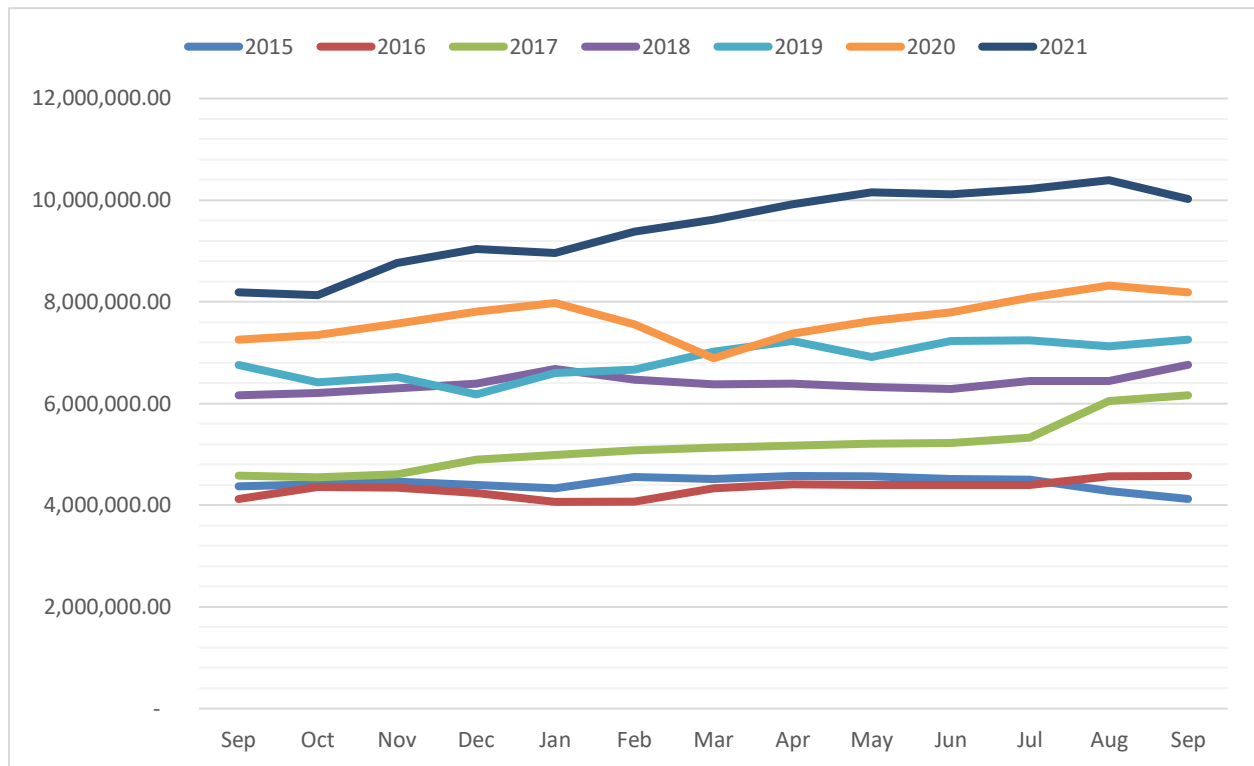
Figure III.11-1. Endowment Fund Investment (USD) as of September 30,2021

The college's only long-term liability is the estimated accrued annual leaves that will not be paid within the next fiscal year. The accumulated annual leaves of 240 hours shall be paid to an employee upon resignation/termination of employment from the college. The estimated amount of long-term debt is $458,028 (Audit Report 2019).

Analysis and Evaluation
The college is very responsible in managing its financial resources. All obligations entered into must be funded by available resources. The college believes that it meets the Sub-Standard.

> 12. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard
Planning for Liabilities and Future Obligations. The college's operating liabilities are all handled with available funding. The only long-term liability is the accrued annual leave which is estimated to be around $458K as of September 30, 2019. The accrued annual leave is recognized at the end of fiscal year based on the leave balances of the employees. Liabilities of the college are fully funded as are current obligations.

The college retirement plan for its employees has been fully funded and deposited to ASC Trust Company since 2002. This benefit is a defined contribution plan wherein the obligation of the college is to match 50% of the employee's contribution up to a maximum of 3% of the employee's salary. The college health insurance and other benefits are included in the annual operating budget.

Analysis and Evaluation
The college annually allocates it resources to fund all employees' benefits. It has no other other Post-Employment Benefits (OPEB) or future obligations related to benefit of employees. The college believes that it meets the Sub-Standard.

> 13. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard
The college has no locally incurred debt instrument and no future obligation that might affect the future financial condition of the college.

Analysis and Evaluation
The college has sufficient funds for its operation and has not issued any debt instruments nor has plans of issuing debt instruments in the future. The college believes that it meets the Sub-Standard.

> 14. *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard

Resources Used with Integrity. The college handles its financial resources through a budgetary system. All disbursement must be in accordance with the budget submitted to Business Office (BO). All

expenses beyond the allotted budget must be covered by reprogramming and approved by the grantor. The college continually receives Federal grants (III.D.15 from the US Government. These grants are covered in the internal control and compliance audit performed annually as part of the grant's requirements. The college has consistently received an unmodified opinion in its compliance audit (III.D.7) for the past five years (FY2016-2020) with no audit findings required to disclose.

The auxiliary services also run through a budgetary system. All transactions including its revenue are recorded in the college unrestricted account. The auxiliary services are expected to be self-sufficient to cover its operating expenses as per BP5700 and BP5721 (III.D.9).

The Friends of COM-FSM Foundation was dissolved by mutual agreement of all parties involved and all funds were returned to the college. The college continues its fund-raising activities for the college endowment fund. Table III.D.14-1 summarizes these figures.

Table III.14.1. Summary of Fundraising Collections: FY 2015-2019 (USD)

Category	Amounts
Fund Raising/Dinner	733,358.62
Donation From Employees	93,104.08
Donation from Sponsors	106,000.00
Total	**932,462.70**
Pledges	
In-kind	8,000.00
Money- sponsor	32,500.00
FSM Govt.	2,000,000.00
Total	2,040,500.00
Grand Total	**2,972,962.70**

Source: Business Office

Analysis and Evaluation
The college is consistent in implementing procedures on how to manage grants, fund raising funds, auxiliary activities, and operation funds. All funds are managed in accordance to the grant requirements and used only according to intended purposes. The college continually received an unmodified opinion for its financial statement and compliance audit for FY2016-2020 and has been considered as low risk auditee. The college believes that it meets the Sub-Standard.

> 15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard
The college is not qualified to avail the Federal student loans under the Federal aid program

Analysis and Evaluation
No federal student loans were availed by the college. The college believes that it meets the Sub-Standard.

16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Contractual Agreements. The college has engaged into contractual agreements in order to help support its mission which is to provide academic and career & technical programs to the FSM. Contracts are reviewed and discussed before approval in order to seek inputs from the different offices who will be involved in the implementation of the contract. Aside from the contractual agreements that the college has maintained since 2016 that benefit the students like contractual agreements with USDE, DOI, JICA, and various higher education institutions, the college has secured grants that help people in the larger community served by the college. Following are some contracts intended to help the outside community of the college.

- Enhancing Water Security and Climate Resilient Food Systems for the Displaced Atoll Communities in Yap -$948,750.00
- FSM Entrepreneurship Initiative Phase II - $979,837.00
- Improving Quality Basic Education (IQBE) in FSM - $950,051.00
- Funded Activity: SAP020 "Climate resilient food security for farming households across the Federated States of Micronesia (FSM) - $9,393,350.00

Analysis and Evaluation

The college has been very consistent in upholding integrity in dealing grants and contracts with external entities. All contracts maintained by the college comply with the applicable policies and procedures set by the college. The college also seeks legal advice or review of the contract if needed. The college believes that it meets the Sub-Standard.

Conclusions on Standard III.D. Financial Resources

The college believes that it meets Standard III.D Financial Resources.

Improvement Plan(s)

None

Evidence Table

III.D.[number]	[citation]
III.D.1	BS in Education Proposal https://www.dropbox.com/s/nrkuhrwis6d5bbb/III.D.1%20BS%20in%20Education%20Proposal.pdf?dl=0
III.D.2	ACCJC Approval https://www.dropbox.com/s/l9svurdb47z0swf/III.D.2%20COM-FSM-2018_10_24-SubChgLtr_New-Program_Elem-Edu-BS.pdf?dl=0
III.D.3	FY2020 Budget https://www.dropbox.com/s/paonjd9oraomeuq/III.D.3%20FY%202020%20COM-FSM%20Budget.xlsx?dl=0
III.D.4	Budget Procedures Handbook -2020

	https://www.dropbox.com/s/ysvd5xl9kpfgtgs/III.D.4%20BudgetProceduresHandbook-2020.pdf?dl=0
III.D.5	FY 2022 Budget Guidelines https://www.dropbox.com/s/243geamts2xnjx9/III.D.5%20FY2022-COM-FSM-BUDGET-GUIDELINES_August-5%2C-2020.pdf?dl=0
III.D.6	Budget Comparison https://www.dropbox.com/scl/fi/ung33mi38pr0kd682vj2o/III.D.6-Budget-Comparison.xlsx?dl=0&rlkey=1tla4azl9dv98pi4yzacher6h
III.D.7	COM-FSM Audit Reports https://www.dropbox.com/sh/9qu8svdx3l51eg0/AAASL6wa0bw5Zky7TepGd4M0a?dl=0
III.D.8	Letter of Support from FSM Government https://www.dropbox.com/s/21lu4siie23c3fg/III.D.8%20Letter%20of%20Support%20from%20FSM%20Government.pdf?dl=0
III.D.9	COM-FSM Policies and Procedures https://www.dropbox.com/sh/shklkvwvx6vwo0m/AABxubBLMcG6SV7xjr-7X_U8a?dl=0
III.D.10	Minutes of Meetings for Budget Preparation https://www.dropbox.com/sh/hw7fw4o1uhar0z9/AADu5rM9E7tweoCa6ri0iy_ta?dl=0
III.D.11	Business Office Assessment https://www.dropbox.com/sh/73fm1akeaux447s/AAA7gpJSGJltrUbYJMiI828Ba?dl=0
III.D.12	SIS Upgrades https://www.dropbox.com/s/ryg66iope09soxo/III.D.12%20SIS%20Upgrades.JPG?dl=0
III.D.13	Investment Policy Statement (IPS) Review https://www.dropbox.com/sh/owycpfph0fwhrrj/AADRgoLxSHsTrcC-KwT_PrKza?dl=0
III.D.14	Endowment Fund https://www.dropbox.com/scl/fi/no7jbmh9eikxy23g4755a/III.D.14-Endowment-Fund-as-of-September-30-2021.xlsx?dl=0&rlkey=3eyj16g1yoa0temoa47gnabpg
III.D.15	Federal Grants https://www.dropbox.com/scl/fi/lor28xzym9kzc205ubwds/III.D.15-Federal-Grants.xlsx?dl=0&rlkey=jhi3u3ueqh1j6jlpno3nef2oy

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college districts or system has policies for allocation of resources to adequately support and sustain the colleges.

Standard IV.A. Decision-Making Roles and Processes

1. *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

Evidence of Meeting the Standard

Support for Innovation. The college has a participatory governance policy (BP 2200) (IV.A.1) through which innovation and involvement in decision making is encouraged from faculty, staff, students, and relevant stakeholders. This governance system authorizes faculty, staff, and students to participate in the decision-making process through representations in standing committees. The governance structure (IV.A.2) along with the policy (BP 1600) (IV.A.53) illustrates how decisions are made and information shared.

Planning and Implementation. Additionally, one of the two Strategic Directions in COM-FSM's *2018 – 2023 Strategic Plan* (IV.A.3) is to "innovate academic quality to ensure student success." The college is also guided by a set of core values (IV.A.4) and principles of best practices, one of which is "to be transformative, be creative, and innovate."

Examples of innovations and improvement ideas planned and implemented include the following:

- In May 2017, the University of Guam informed COM-FSM of its intention to discontinue the COM-FSM/UOG Partnership BA Program. In response, the president tasked the VPIA to develop COM-FSM's own Bachelor of Science Program.

  A Steering Committee was created to provide direction for the creation of the COM-FSM baccalaureate program in education. After meetings with both internal and external stakeholders, the committee came up with a Substantive Change Proposal for COM-FSM to have its first baccalaureate program. The proposal was reviewed and endorsed by the Curriculum Committee and the Executive Committee. The Board of Regents approved the resolution to support the implementation of a bachelor's program at its December 2017 meeting. With ACCJC's approval, the baccalaureate program in elementary education (BS-Elem. Ed.) was implemented in fall 2019.

- Two faculty initiated innovative measures for student success through a filmmaking project for a learning community for SS 150 and ESL 089 classes in spring 2019. The project was such a success which turned into a $40k grant from the US embassy in the FSM to purchase filming and editing equipment. The college's student film crew collaborated with National Geographic Society, to create a documentary on restoration of Nan Madol and an episode of *Lost Cities*. See the links below for news articles.

A Story of Innovation and Skill Linked with Local Culture

Palikir, Pohnpei (July 21, 2016) – A workshop on the "Nan Madol Story" was conducted by Daniel Lin, a member of Pacific Storytellers Cooperative at Pacific Resources for Education and Learning (PREL) from July 18-22, 2016.

According to Mr. Lin, the workshop was to support this group of young storytellers to promote the story of the new World Heritage Site to the worldwide stage. To do this, the group spent several days learning about the significance of the site from experts, researchers, and community elders. The storytellers learned both the scientific and archaeological significance of the site as well as the cultural and spiritual significance. From there students visited the site with cameras and notepads to document their own experiences which make up the "story."

[Students Celebrate Micronesian History and Contemporary Island Issues through filmmaking.](#) (IV.A.6)
[Pacific Storytellers Cooperative Holds "Nan Madol Stories" workshop](#) (IV.A.7)

- Implementation of block class schedules each semester which serve to guide and ensure students take the appropriate courses so they can complete their programs and graduate in a timely manner.

The Innovative Idea Award [(BP 6016)](#) (IV.A.8), adopted on April 1, 1993, encourages and rewards employees for outstanding ideas that have been implemented and have resulted in cost savings or improved performance in any area. This award consists of $100 plus a certificate of

appreciation from the college president. The award is presented to deserving employees throughout the system and only granted in years when there is sufficient merit, at the discretion of the president's cabinet or their designee. In spring 2019, the award was given to the Director of the Institute for Student Learning and Excellence in Teaching and a social science faculty member for their team-teaching initiative and innovative classroom sessions, like the film-making project and Nan Madol work with archeologists. They each received $100 and a certificate of appreciation.

Analysis and Evaluation
BP 2200 and the Governance Chart indicate the participatory process that supports and encourages innovation at the college. The examples provided above demonstrate that staff and faculty are all able to develop projects and establish groups that are beneficial to the growth of the college community. The college believes it meets this Sub-Standard.

2. *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard
Policies and Procedures Participatory Governance. The institution established and implemented the Participatory Governance Policy, BP No. 2200 (IV.A.1), on 19 February 2015. The accompanying Participatory Governance Administrative Procedure No. 2200 (IV.A.9) was approved on 24 March 2017. Together BP 2200 and AP 2200 mandate participation of administrators, faculty, and staffs on all established standing committees. These requirements give them the opportunity and authority to participate in the decision-making process, and the opportunity to influence the outcome. Board Policy No. 2200 states:

> Participatory governance is the process through which all members of the college community can engage in purposeful dialogue and share in the development of policies, procedures, goals, plans, and recommendations to improve academic quality, curriculum, integrity, student learning programs and services, institutional effectiveness, financial stability, and mission delivery.

Board Policy No. 2200 encourages student participation and contribution on matters directly affecting them. On page 5 of Administrative Procedure No. 2200 (IV.A.9), it lists the ways for which the institution provides the opportunities for students' participation in the decision-making process.

- The SBA president is expected to regularly attend and participate on the Executive Committee (EC) and when unable to attend, should send a proxy from the SBA. The Student Body Association (SBA) is invited to appoint members to the regular, college-wide standing committees.
- Regardless of regular, direct participation of students on college-wide standing committees, all decision-making bodies have an obligation to seek student perspectives when a decision taken will be of direct, reasonable interest to the student population. All Campus Meetings

held across all campuses are another avenues for sharing of information and soliciting input from all students, faculty, and staff. SBA officers from all campuses come together for a retreat to dialogue on student interests and to give reports in person to the board of regents. SBA Officers are encouraged to hold meetings with the student body to share information and solicit feedback/input.

- The department of Institutional Effectiveness & Quality Assurance (IEQA), the Institutional Effectiveness Office (IEO), and the SBA advise on how to obtain broad student input.
- SBA is a member of the Management Council at all campuses. SBA members are encouraged to participate in committee meetings at all campuses campus.

At its 19 March 2021 meeting of the Chuuk Campus Management Council, the SBA president, who is a member, made a motion that the mark up on the price on every item sold at the campus snack-bar shall not be over 25 cents so students can afford them. The motion was seconded and voted on unanimously. The students have a direct and reasonable interest in the cost of the merchandise at the campus snack bar.

At the start of each school year, membership of each standing committee is renewed across all campuses to allow for broad participation, TOR's are updated, and committee officers elected and trained in conducting effective meetings.

Newly elected SBA officers become members of the Executive Committee and each state campus management council or team.

Analysis and Evaluation
The college policies and procedures cited above demonstrate a commitment to participatory governance and decision-making. The college believes that it meets this Sub-Standard.

3. *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

Evidence of Meeting the Standard
Policies and Procedures Defining Governance Roles. Administrators and faculty, through the Participatory Governance Policy Board Policy No. 2200 (IV.A.1) and the Participatory Governance Administrative Procedure No. 2200 (IV.A.9), have a substantive and clearly defined role in institutional governance. Administrators and faculty have a substantial voice in institutional policies by the *Policy on Policies p. 2-3*; Board Policy 2001 (IV.A.10) demonstrates pathways through which new or revised policies may be initiated and developed either by a faculty/staff member or vice president.

Institutional Planning. Administrators and faculty exercise a substantial voice in planning. For the past 10 years, the college had conducted annual summits at the national campus followed by mini-summits at each of the state campuses. These summits provide opportunities for the college community and stakeholders to share views, thoughts, and meaningful feedback regarding critical issues facing the college. Such feedback includes, but is not limited to, current mission, values, and changes considered best for the college's future. Last September 2020 (IV.A.11), the college had its virtual summit and mini summits at the state campuses.

Another major effort undertaken at the college is its *Strategic Plan 2018 – 2023* (IV.A.3). The college has developed two strategic directions which guide the institution during the five-year period:

1. Innovate academic quality to ensure student success.
2. Strengthen resources to meet current and future needs.

Another planning effort is the [*Integrated Educational Master Plan 2018 – 2023* (IEMP)](#) (IV.A.12), created to address external impacts that the college has identified and to provide an operations plan for mission fulfillment and vision attainment. The IEMP is a living document which integrates all aspects of the college's operations into specific, measurable actions that each area is set to accomplish over the five-year period.

Roles in Budget. Administrators and faculty exercise substantial voice in the budget. The vice president of administrative services leads the annual budget process each year according to [*budget guidelines*](#) (IV.A.13). Administrators and faculty members work to put together budgets to be submitted to the respective vice president. The VPs collaborate to finalize a balanced budget for submission to the Finance Committee and Executive Committee for review and endorsement.

The vice president of administrative services (VPAS) has provided budget information for fiscal years 2015 to 2022 for the college community, students, staff and faculty to view on the college website under Budget. Each year the college provides budget guidelines, [Budget-Meeting Minutes](#) (IV.A.14), [*2020 Five Year Financial Plan*](#) (IV.A.15), and more which represent evidence of employee roles and participation in the budget planning.

Analysis and Evaluation

The policies and procedures, and the defined participatory governance structures clearly define how administrators and faculty are involved in the institutional policy making, planning and budgeting. Participation in the annual summits and mini-summits, the development of the *Strategic Plan 2018 – 2023* and the *Integrated Educational Master Plan*, and the annual budget formulation process are some clear examples of administrators' and faculty's involvement. The college believes that it meets the Sub-Standard.

4. *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard

Responsibility for Curriculum, Learning Programs and Services. Faculty and academic administrators have responsibility for recommendations about curriculum and student learning programs and services. Their responsibilities are codified in the following documents.

- [Board Policy No. 3202,](#) *Instructional Program Review* (IV.A.16)
- [Board Policy No. 3206,](#) *Course Outlines* (IV.A.17)
- [Curriculum and Assessment Handbook](#) (IV.A.18)
- [Faculty Handbook.](#) (IV.A.19)

In addition, the Curriculum Committee, one of the standing committees in the governance structure, has responsibility for recommendations about curriculum, student learning programs and services, as stated in its *TOR* (IV.A.20). Here are the *minutes* of the January 29, 2018 (IV.A.21) meeting during which the committee reviewed and approved the proposal for the BS in Elementary Education Program.

The vice president for instructional affairs was tasked to develop a bachelor's program in elementary education at COM-FSM, and targeted fall 2019 as the start date. A Steering Committee, comprised of the vice president for instructional affairs, the vice president for institutional effectiveness & quality, the dean of academic programs, and the Education Division chairperson. The coordinator for the third- and fourth-year Education Programs was established in the fall of 2017 to provide direction for the development of a baccalaureate program in education. A member of the Education Division faculty was appointed to provide leadership to the development of a *Substantive Change Proposal* (IV.A.22) for the establishment of this program.

During the fall 2017 semester, the COM-FSM National Campus Division of Education chairperson and faculty were updated regularly on the findings of the baccalaureate degree planning activities and were provided multiple opportunities to provide input in the process. There were also meetings held with Education Division at the State Campuses, as well as with the State Department of Education, during each state visit. In November of 2017, an opportunity was given to faculty of Kosrae Campus for additional input electronically. In early January 2018, the proposed program was presented for review by the education faculty from all campuses during a workshop held at the National Campus. The program proposal reflects comments and suggestions made by faculty. During its 15 *March 2018 meeting* (IV.A.23), the Board of Regents approved the proposal. A Substantive Change Proposal was submitted to ACCJC for approval. In its October 25, 2018, letter, ACCJC informed COM-FSM of its approval of the proposal for the BS degree program. The program was launched in fall 2019.

At its *September 24, 2020, meeting* (IV.A.24) the Board supported the implementation of a distance education program at COM-FSM. A steering committee comprised of the vice president for instructional affairs, director of information technology, head counselor, director of learning resources, dean of academic programs and two faculty members was established in fall 2020 to provide direction for the development of a COM-FSM distance education program. Data from the Distance Learning Proposal, pages 4-6 (IV.A.51) have been gathered from surveys conducted after the first online courses were delivered in summer 2020 and from *enrollment records*.

The distance education program planning group will be composed of the director for Institute for Student Learning and Excellence in Teaching (ISLET), instructional coordinators and the dean of academic programs. The distance education program planning group plans and coordinates distance education and online programs to meet needs within FSM and accreditation standards.

It is the responsibility of the faculty to ensure academic quality and institutional effectiveness of all instructional programs of the college, and to apply those standards to distance education programs in the process of course level assessment and program level assessment each academic year. Course and program assessment plans, results and improvement plans are recorded in the assessment management system (AMS) each semester for courses and each spring for programs. Data are disaggregated to reflect student diversity and mode of delivery (to include distance education). Program reviews are completed on a regular cycle of 2 years for certificate programs, 4 years for

associate programs and 7 years for baccalaureate programs (Board Policy 3202) Instructional Program Review) (IV.A.16). Program reviews are evaluated by an assessment team and recommendations & results are shared with the Curriculum Committee and vice president for instructional affairs (VPIA) for further actions such as program improvement and resource allocation. This process is illustrated on page 1 of the COM-FSM *Administrative Procedures 3202* (IV.A.25).

Analysis and Evaluation
The policies and procedures and the defined participatory governance structures such as the Curriculum Committee, cabinet and the executive committee enable faculty and academic administrators to provide recommendations about curriculum and student learning programs and services. The college believes it meets the Sub-Standard.

5   *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

Evidence of Meeting the Standard
Consideration of Relevant Perspectives and decision-making. Through its Board Enabling Law Chapter 7 (IV.A.26), and the Board Policy No. 2200 (IV.A.1), *Participatory Governance*, the Board of Regents ensures the appropriate consideration of relevant perspectives as indicated in the Board Bylaws, Section 8 (IV.A.27), that "all meetings of the Board shall be open to the public, except those executive sessions authorized by law, which will be announced by the chairperson. The Enabling Law and the Board Policy No. 2200 delegate responsibilities to the president so that decision-making is aligned with expertise and responsibility and timely action on institutional plans, policies, curricular change, and other key considerations.

These characteristics are reflected in the Board Master Planning Calendar (IV.A.28), and Board Bylaws Section 2 (IV.A.27). And the Board Policy No. 1310 (IV.A.30), *Board Meetings*, states the board "holds quarterly meetings to be rotated among the four states."

The Curriculum Committee is one of the college's standing committees, and one of its three responsibilities, as stated in its Terms of Reference (TOR) (IV.A.20), is to review and recommend for approval all new and modified instructional programs and course outlines for both regular college offerings and short-term trainings.

Board Policy No. 6007 (IV.A.31), *Employment*, is established so the college hires personnel based on the "most qualified and ablest candidate for the position." The five-year Review Cycle, and the institutional *Master Planning Calendar* (IV.A.32) provide timely action on institutional plans, policies, curricular change, and other key consideration.

Analysis and Evaluation
The institutional *Master Planning Calendar*, the five-year review cycle, the *Board Master Planning Calendar*, and the standing committees, as part of the participatory governance structure, are evidence that the college meets this Sub-Standard.

6 *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard
Communication of Decisions. Board Policy 1312 (IV.A.33), *Quorum for Transaction of Business,* Board Policy 1313 (IV.A.34), *Minutes of Meetings* (IV.A.24), Administrative Procedure 2200 (IV.A.9), *Participatory Governance,* Board Policy 2100 (IV.A.36), *Communication* , and *Strengthening Purposeful Dialogue* (IV.A.37) provide the process for decision making, and the resulting decisions are documented and widely communicated through the following:

- Board directives on the college newsfeed and website
- Board meeting minutes
- Board directives presented at All Campus meetings
- Board community meeting minutes
- President's messages to community
- All standing committee meeting minutes
- The president's report to the board as found in each board meeting agenda and meeting minutes

Analysis and Evaluation
The decision-making processes are evident in the standing committee meetings where faculty, students, and staff representatives participate in discussions leading to endorsements and/or recommendations up the channel for final approval by the president and/or the Board of Regents. All committee meeting minutes, including Executive Committee and Cabinet, are shared across all campuses and in the college newsfeed. The college believes it meets the Sub-Standard.

7 *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard
Evaluation of Leadership Roles. The college regularly evaluates its leadership roles, the governance structures, policies, procedures and processes to assure integrity and effectiveness. These results are widely shared and used as basis for improvement.

The board shall establish policies providing for the evaluation of the board at least every two (2) years Article VII, Section 1 of the COM- FSM Board Bylaws, (IV.A.27). Among the responsibilities of the Board of Regents is assessment of its own contribution and performance. Board Policy No. 1330 (IV.A.39), Board Self-Assessment provides that the Board of Regents assesses its practices and performance annually using Criterion 12: Accreditation form (IV.A.40). In 2018, the Board of Regent assessed itself using Criterion 11, (IV.A.41).

Board Policy No. 1330 (IV.A.39) mandates that each regent also assesses his or her own commitment and performance through a checklist designed to help assess and reflect on board service and the expectations generally held for all board members.

The [Board Policy No. 1212](), *Policy on Assessing the President* (IV.A.42), provides that the board shall review the president's stewardship annually, and shall also review the president's stewardship every four years in a more comprehensive manner. The board did a comprehensive assessment of college president in May 2017, using the [Leadership Assessment Inventory]() (IV.A.43). At this time, the board is doing an annual review of the interim president. The president evaluates the vice-presidents annually, and the vice-presidents evaluate the deans and directors annually using [Appendix F]() – Employee Progress Report (IV.A.44), which is an evaluation tool used for managers.

[Board Policy No.6017,]() *Performance Evaluation* (IV.A.45), when revised on 03 May 2017, provides that a permanent employee will be formally evaluated once during the contract period (initial contract of three years and renewal contracts of usually four years), as long as performance is satisfactory. However, supervisors may complete formal performance evaluations any time during the contract period, especially in cases where performance has been, or is, unsatisfactory.

The governance structure at the College of Micronesia-FSM allows for the college community to contribute to decision-making at the college ([BP 2200, *Participatory Governance*]()) IV.A.1. Faculty, staff, and students communicate through any of the committees and teams of which they are members or have a member representative ([BP 1600, *Governance Structure*]()) (IV.A.2). These committees and teams assess themselves as well, thus demonstrating that the college regularly conducts assessment to assure its integrity and effectiveness. Committee [TORs]() (IV.A.46) are reviewed and updated according to the needs of the committee. Each standing committee and team completed a [2020-2021 self-evaluation]() (IV.A.47).

Communicating Evaluation Results. All mid-level managers form the [Management Team]() (M-Team) (IV.A.48) to promote interoffice communication. The [Executive Committee]() (IV.A.49) includes the college president, Faculty and Staff Senate president, Student Body Association president, M-Team chair, the college vice presidents, and campus deans. All participate in the review of policies before they are recommended to the Board of Regents for review and approval. Policies are approved by the Board of Regents [(BP 1210)]() (IV.A.50) and are posted on the college website and are cross-referenced to procedures and/or associated policies. The following policies on assessment of the leadership roles and the institution's governance and decision-making were reviewed, evaluated and revised, to assure their integrity and effectiveness, on these following dates:

Board Policy	Review/Revision Date	Next Review/Revision Date
BP No. 1600	06 September 2019	
BP No. 1330	24 May 2018	
BP No. 6017	03 May 2017	
BP No. 1212	30 April 2015	March 2022
BP No. 2200	19 February 2015	September 2022

The results of evaluations are shared among members of each committee or team. It is the responsibility of each member to share, what transpired in their meetings with their constituents to solicit comments to take back to the committees. This includes the evaluation of the committee's TOR and policies under review.

As part of the college's effort to regularly evaluate its policies and procedures to assure their integrity and effectiveness, COM-FSM had three trainings/workshops on policy writing during the summer

of 2021. Participating in the workshops were the interim president and all vice-presidents, campus deans, directors and the college comptroller. The first workshop was on July 15, 2021, on best practices in the language and structure of policies and administrative processes. The second was on July 22, 2021, on applying best practices in the language and structure of policies and administrative processes to COM-FSM Board Policies (BPs) and Administrative Procedures (Aps). The third and last was on July 29, 2021 and was on review and revision of BP 2001 (IV.A.10) and other COM-FSM BPs and APs. BP 2001 is COM-FSM's policy on policies.

Analysis and Evaluation

All board policies on evaluations are reviewed by relevant committees and recommended to the Board for revision and approval.

The combination of Board Policy No. 1330, Criterion 12: Accreditation, Leadership Assessment Inventory, BOR meeting minutes, Employee Progress Report Appendix F, Committee Self-Evaluation, Board Policy No. 2200, Board Policy No. 6017, standing committee officers training, policies, and cabinet minutes demonstrate the college meets this Sub-Standard.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The college encourages and supports innovation as well as systematic participation in decision making. The participatory governance structure is well organized and well implemented including all areas such as curriculum, budgeting, and planning. The final approval for policies, programs and plans is the responsibility of the Board of Regents. Decisions are widely communicated through publication of meeting minutes. The governance structure and policies and procedures are regularly evaluated.

The college believes it meets this Sub-Standard.

Improvement Plan(s)

None.

TABLE OF EVIDENCES

IV.A[number]	Citation
IV.A.1	Participatory Governance, BP 2200 https://www.dropbox.com/s/wnhbtxp8j12a4lo/IV.A.1. BP 2200 Participatory Governance Policy.pdf?dl=0
IV.A.2	Governance Structure https://www.dropbox.com/s/fxs2acjbuc56ha1/IV.A.2%20Governance%20Structure.pdf?dl=0
IV.A.3	2018-2023 Strategic Plan https://www.dropbox.com/s/6400ms362fn020t/IV.A.3%20COM_FSM_Strategic_Plan_2018_2023-1.pdf?dl=0

IV.A.4	Core Values https://www.dropbox.com/s/6j62pqq5zogk1kq/IV.A.4%20Core%20Values.pdf?dl=0
IV.A.6	*Students Celebrate Micronesian History and Contemporary Island Issues through filmmaking.* COM-FSM Newsfeed article #2074. https://www.dropbox.com/s/20qntd5imzjq4tw/IV.A.6.%20COM-FSM%3A%20Students%20Celebrate%20Micronesian%20History%20and%20Contemporary%20Island%20Issues%20through%20filmmaking.pdf?dl=0
IV.A.7	*Pacific Storytellers Cooperative Holds "Nan Madol Stories" Workshop.* COM-FSM Newsfeed article #1580. https://www.dropbox.com/s/l5wbztpw31gn5w6/IV.A.7.%20COM-FSM%3A%20Pacific%20Storytellers%20Cooperative%20Holds%20%22Nan%20Madol%20Stories%22%20Workshop.pdf?dl=0
IV.A.8	Innovative Idea Award (BP 6016) https://www.dropbox.com/s/5cio1fxtetsh680/Microsoft%20Word%20-%20BP%20No.%206016.docx%20-%20COM-FSM_BP6016.pdf?dl=0
IV.A.9	Participatory Governance Administrative Procedure, AP 2200 https://www.dropbox.com/s/dw6eiakob7r0pq9/IV.A.9 COMFSM_AP2200.pdf?dl=0
IV.A.10	Policy on Policies, BP 2001 https://www.dropbox.com/s/gkk28pky469ui1v/IV.A.10 COMFSM_BP 2001.pdf?dl=0
IV.A.11	Summit 2020 (September) https://www.dropbox.com/s/g72zowhob8q2p5z/IV.A.11%202020-College-and-Community-Online-Summits-report.pdf?dl=0
IV.A.12	Integrated Educational Master Plan 2018-2023 (IEMP) https://www.dropbox.com/s/wxu1q1bnznpdtvu/5.%20IEMP-Narrative-2018-edited_20_09_18.pdf?dl=0
IV.A.13	Budget Guidelines https://www.dropbox.com/s/a5lobklt8epduib/6.%20FY2021-COM-FSM-BUDGET-GUIDELINES-%20August-28-2019-001.pdf?dl=0
IV.A.14	Budget Meeting Minutes https://www.dropbox.com/s/n14umhi0nv9m2nl/IV.A.14%20FY2023-Budget-Planning-Meeting-Sept-3-2021.pdf?dl=0
IV.A.15	2020 Five Year Financial Plan https://www.dropbox.com/s/2rz374evjwxsvxl/7.%202020-FIVE-YEAR-FINANCIAL-PLAN.pdf?dl=0
IV.A.16	Instructional Program Review, BP 3202 https://www.dropbox.com/s/1pb71rxhthbq2ln/1.%20COM_FSM_BP3202.pdf?dl=0
IV.A.17	Course Outlines, BP 3206 https://www.dropbox.com/s/tjndnw84dcjjlo3/2.%20COM_FSM_BP3206.pdf?dl=0
IV.A.18	Curriculum & Assessment Handbook https://www.dropbox.com/s/uasdvlecc51q8te/3.%20Curriculum%20Handbook_2018_final.pdf?dl=0
IV.A.19	Faculty Handbook https://www.dropbox.com/s/zx6dgtj1bftnr8n/4.%20Faculty-Handbook-2015.pdf?dl=0

IV.A.20	Terms of Reference, TOR (Curriculum Committee-CC) https://www.dropbox.com/s/g3hra3mj7sofc8y/5.%20CC_Revised%20TOR_2018_ final%20draft%20.docx?dl=0
IV.A.21	CC January 29, 2018, Meeting Minutes https://www.dropbox.com/s/b4tiuly4llruzdm/8.%20BOR%20Meeting%20Meeting- 18-03-15.pdf?dl=0
IV.A.22	Substantive Change Proposal https://www.dropbox.com/s/1s4oxgmdtk56cnp/7.%20BS_Proposal_Final.doc?dl= 0
IV.A.23	BOR March 15, 2018, Meeting Minutes https://www.dropbox.com/s/b4tiuly4llruzdm/8.%20BOR%20Meeting%20Meeting- 18-03-15.pdf?dl=0
IV.A.24	BOR September 24, 2020, Meeting Minutes https://www.dropbox.com/s/m8w8e4equu9gs5i/9.%20BOR%20Meeting%20Minut es-20-09-24.pdf?dl=0
IV.A.25	Instructional Program Review, AP 3202 https://www.dropbox.com/s/xqqymz5g42ny6xd/11.%20COM- FSM_AP3202.pdf?dl=0
IV.A.26	Board Enabling Law, Chapter 7 https://www.dropbox.com/s/y4ubyu60rogsflw/PL%207-79.pdf?dl=0
IV.A.27	Board Bylaws, Section 8 https://www.dropbox.com/s/vlc419vlr2c4upw/1.%20COM- FSM%20Board%20Bylaws.pdf?dl=0
IV.A.28	Board Master Planning Calendar https://www.dropbox.com/s/yf110mvmkk4jbiv/master-plan-2013-2017.pdf?dl=0
IV.A.30	Board Meetings, BP 1310 https://www.dropbox.com/s/gbwtb5lep3yipqi/BP1310-Board-Meetings.pdf?dl=0
IV.A.31	Employment, BP 6007 https://www.dropbox.com/s/sj0al7z3ftpletb/BP%206007.pdf?dl=0
IV.A.32	Institutional Master Planning Calendar https://www.dropbox.com/s/00u40222xt2m2rj/IV.A.32 BOR Master Planning Calendar 2017-2022.pdf?dl=0
IV.A.33	Communication of Decisions, BP 1312 https://www.dropbox.com/s/lz8u1c3tsr9833o/BP-1312-Quorum-for-Transaction- of-Business.pdf?dl=0
IV.A.34	Quorum for transaction of business, BP 1313 https://www.dropbox.com/s/w929wpvf7v7b2xi/BP-1313-Minutes-of- Meeting.pdf?dl=0
IV.A.36	Communication, BP 2100 https://www.dropbox.com/s/utl89a3gi754b1x/COMFSM_BP2100.pdf?dl=0
IV.A.37	Strengthening Purposeful Dialogue https://www.dropbox.com/s/io6v0mbcbtxxjck/Strengthening-Purposeful- Dialogue.pdf?dl=0
IV.A.39	Board Self-Assessment, BP 1330 https://www.dropbox.com/s/qhxcb6j0740h8ah/2.%20COM_FSM_BP1330.pdf?dl =0
IV.A.40	Criterion 12: Accreditation Form

	https://www.dropbox.com/s/2qqgzqhwqemgz63/3.%20Board%20Self-Assessment%20Survey%20%2812%20Criderion%29.pdf?dl=0
IV.A.41	Criterion 11: https://www.dropbox.com/s/ho0rp0in0nsbp9x/Microsoft%20Word%20-%20BP%20No.%201210.doc%20-%20COM-FSM_BP1210.pdf?dl=0
IV.A.42	Policy on Assessing the President, BP 1212 https://www.dropbox.com/s/dd5938l89rghftg/IV.A.42 BP1212-Policy-on-assessing-the-president.pdf?dl=0
IV.A.43	Leadership Assessment Inventory https://www.dropbox.com/s/qy9aflwlgnt6jdo/8.%20Leadership%20Assessment%20Inventory.pdf?dl=0
IV.A.44	Appendix F – Employee Progress Report https://www.dropbox.com/s/jtyelsk9hke3dt2/Appendix-F-Employee-Progress-Report%28Management%29.pdf?dl=0
IV.A.45	Performance Evaluation, BP 6017 https://www.dropbox.com/s/4klpqge86sxtwtt/10.%20COM-FSM_BP6017.pdf?dl=0
IV.A.46	Terms Of Reference, TORs of standing committees https://www.dropbox.com/s/g3srxsaltc6u0kp/RECRUITMENT%2C%20ADMISSIONS%20AND%20RETENTION%20COMMITTEE%20%28RARC%29.pdf?dl=0
IV.A.47	2020 – 2021 Committee Self Evaluation. https://www.dropbox.com/s/aknttl2qockcn2s/IV.A.47%20Committee%20Self%20Evaluation%20AY2020-2021%202.pdf?dl=0
IV.A.48	Management Team, M-Team https://www.dropbox.com/s/4lz09u3lp0nabn4/M-Team%20TOR-11.2.17.docx?dl=0
IV.A.49	Executive Committee, EC https://www.dropbox.com/s/0tvirwu0tdu2waa/Executive%20Committee%20%7C%20College%20of%20Micronesia%20-%20FSM.pdf?dl=0
IV.A.50	Policies approved by BOR https://www.dropbox.com/s/ho0rp0in0nsbp9x/Microsoft%20Word%20-%20BP%20No.%201210.doc%20-%20COM-FSM_BP1210.pdf?dl=0
IV.A.51	Distance Education Proposal. https://www.dropbox.com/s/unzsxbwmzmgc5i0/IV.A.51%20Distance%20Learning%20Proposal-1.pdf?dl=0
IV.A.52	Integrated Planning Cycle. Program Assessment and Program Review Manual, p10. https://www.dropbox.com/s/52oh2rneyr10iq9/IV.A.52%20Integrated%20Planning%20Cycle.pdf?dl=0
IV.A.53	BP 1600 Governance Structure. https://www.dropbox.com/s/86nfkzi0vz1raop/IV.A.53%20COM-FSM_BP1600.pdf?dl=0

Standard IV.B. Chief Executive Office

1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

Primary Responsibility. Both Public Law 7-79, item 1 of Section 21(IV.B.1), and BP 1220(IV.B.2) grant the chief executive officer (CEO) the full responsibility and control of all administrative and business engagements of the institution. Item 2 of the Section 2 of PL 7-79(IV.B.3) outlines the parameters of this vested authority. The authority and responsibility of the CEO is also granted by Board of Regents(BOR) as outlined in section 4 of its Bylaws (IV.B.4), which states that " The President shall, as the educational and administrational head of the College, exercise a general superintendence over all the affairs of the institution, and bring such matters to the attention of the Board as appropriate to keep the Board informed in meeting its policy-making responsibilities."

When Joseph M. Daisy, Ed.D. departed the college in January 2020, the BOR appointed Mrs. Karen Simion to serve as acting CEO and subsequently appointed her to serve as interim president or CEO on May 5, 2020 (IV.B.5). As the interim president, her authority was granted as stipulated and outlined in Section 4 of the BOR bylaws for the quality and efficacy of the institution. Additionally, the interim president was tasked by the BOR with the following duties.

Planning: BP 2003(IV.B.6)*, Institutional Planning and Integrated Educational Master Plan* establishes the institution's five-year planning cycle that begins with the review of the mission, vision, and strategic plan, which are then used to lead development of a new Integrated Education Master Plan (IEMP) (IV.B.7). Stakeholder input was obtained at the 2016 Governance and Visioning Summit (IV.B.8). The process for mission (IV.B.9), vision (IV.B.10) and strategic plan review and revision were completed in 2017 and subsequently informed the development of the *2018-2023 Strategic Plan*.(IV.B.11)

Organizing: the institution provides quality education and addresses financial sustainability by implementing the institution's *Space Utilization and Facilities Master Plan* (IV.B.12) based on a study by BECA. This plan has been integrated with the FSM Infrastructure Development plan. The COM-FSM plan is now at various stages for each project based on the IEMP matrix. As of this writing, projects include a student center at National Campus, trade & technical workshops at CTEC, and beginning planning for Chuuk Campus.

Budgeting: The institution's 2018-2022 Five-Year Financial Plan (5YFP)(IV.B.13) is prepared and linked to the programs and services in the IEMP. This ensures that the institution has a better outlook of where it will be in the next five years. The financial plan includes a five-year look at the finances of the college and since the IEMP includes all plans for the college, this document helps inform financial planning at the college in the future.

Selecting and developing personnel: BP 6003(IV.B.14), Governance, specifically item 2 highlights the CEO's vested authority by the BOR to appoint personnel for the institution. This authority is implemented through the Human Resource Office to recruit and retain qualified personnel. In the College of Micronesia-FSM Strategic Plan 2013-2017, specifically strategic plan goal #4(IV.B.15), the institution

supports and strengthens faculty, staff, and administrators through professional development. This goal continues to be a priority for the institution; therefore it is one of the measures of success for strategic direction # 2 in the 2018-23 Strategic Plan. This intension is supported by BP 6015, *Professional Development Program* (IV.B.16).

Assessing institutional effectiveness. BP 1110 (IV.B.17), Assessment and *The COM-FSM Program Assessment and Program Review Manual* (IV.B.18) provide a roadmap to guide all levels of decision makers in reaching consensus based on criteria and outcomes established by the college's own mission, laws of the Federated States of Micronesia and mandatory policies. To ensure continuous improvement of programs and services, all departments and units must conduct annual program assessments. Program reviews (IVB.19) for instruction are completed every two years for one-year certificates, every four years for two-year degrees. Administrative units complete program reviews every four years. The IEMP is informed by the results of the college's program assessments (IV.B.20) which are completed by all areas of the college.

Analysis and Evaluation
The CEO, and now the interim president, updates the BOR at each of its scheduled quarterly meetings on affairs of the institution. These reports cover goals specified in the different plans included on the Master planning calendar. The institution is guided by its 2018-2023 strategic plan which set the institution's measures of success through 2023. The *IEMP* which is guided by the strategic plan that links the institutional priorities to students' success enables the college to meet the Sub-Standard.

2. *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Evidence of Meeting the Standard
Administrative Structure. The FSM enabling law, PL 7-79 Section 21(1) (IV.B.1) and the College of Micronesia-FSM board policy, BP 1220 (IV.B.2), clearly state that "The president shall have full charge and control of the administration and business affairs of the college." The Board of Regents (BOR) bylaws Article II Section 4(IVB.4) additionally states that "The President shall, as educational and administrative head of the College, exercise a general superintendence over all affairs of the institution."

As referenced here, the CEO legally bears the overall responsibility of the administrative structure [COM-FSM Governance Structure] (IV.B.21) of the college to ensure that the structure is organized and staffed to reflect the mission, size and complexity of the college. With this organized and defined structure, the CEO is able to delegate responsibilities clearly and consistently to administrators and support staff and hold individuals accountable.

Since the last reorganization of the administrative structure in May 2012, the college has undergone a few administrative changes that required modifications of the present organizational chart. The former vice president for cooperative research and extension (VPCRE) was dissolved and replaced with the director of CRE. The director of Career and Technical Education programs and director of FSM-FMI both had title changes from campus director to campus dean to be consistent with other

state campus dean positions. The dean of FSM-FMI now reports directly to the vice president of instructional affairs (VPIA). These new changes in the current organization chart should improve and reflect the changing needs of the college and strengthen broad-based purposeful dialogue that leads to genuine communication and participatory governance.

Delegation of Authority. Through the existing governance structure of the college, the CEO delegates responsibility to the vice presidents and expects all personnel to make data-driven decisions and take actions on recommendations from the governance structure. And through the existing administrative structure and the performance evaluation process, the college CEO holds the vice presidents accountable for this delegation.

The CEO is obligated to develop and occasionally recommend any amendment of the organizational structure to meet the changing needs of the college. The existing organizational chart (IV.B. 22) reflects the institution's purpose, size, and complexity.

Analysis and Evaluation
Through PL 7-79, Section 21(1), board bylaws, Article 4 Section 4, BP 1220, and the roles and responsibilities of the CEO, the college meets the Sub-Standard.

> 3. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: establishing a collegial process that sets values, goals, and priorities; ensuring the college sets institutional performance standards for student achievement; ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; ensuring that the allocation of resources supports and improves learning and achievement; and establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard
*Establishing a Collegial Process***.** Informed by the Visioning Summit in 2016, the mission statement, the core values (IV.B.23) that were approved in 2017, the CEO's White Paper in 2018 (IV.B.24), and by evaluations of the 2013-17 Integrated Educational Master Plan(IEMP) the institution developed the 2018-2023 IEMP which the BOR approved on July 21, 2018. The IEMP guides the institution to effectively address the institution's *2018-2023 Strategic Plan*. (IV.B.11)

Institutional performance standards: The 2018-2023 Strategic Plan was approved by the BOR in Sept 2017 which included the Institutional Set Standards. From this Strategic Plan, the Integrated Educational Master Plan 2018-2023 (IVB.7) was developed which details how each college unit supports achievement of these strategic directions and their associated measures of success.

Evaluation and planning: The 2018-2023 Strategic Plan was developed through college and community wide participation in the Governance Summit January 2016(IVB.8), the Visioning Summit August 2016, and with the aid of a Strategic Planning Working Group (SPWG)(IV.B.25) during Academic Year 2016-2017.

Planning is integrated with resource planning: IEMP guides the institution towards mission fulfillment and vision attainment by linking the integral components of the institution and measurable activities for each specific area of the institution. To ensure that goals established by the IEMP are met, the

institution has linked its financial, human, physical, and technology resources to the plan to effectively deliver its programs and services. Integrating and linking resources and capacities allow the college to achieve its broad educational purposes, including its stated student learning outcomes.

Allocation of resources to supports and improve learning: The institution has a budget manual (IV.B.26) which was approved in 2020 that primarily provides clear step-by-step procedures for preparing the budget to ensure "a high degree of credibility and accuracy, and reflects appropriate allocation and use of financial resources to support student learning programs and services." To achieve this goal, the institution is guided by the following principles in planning and preparing its budget: Open communication and transparency, dialogue and discussion, participatory governance, data-driven decisions, and clearly stated outcomes.

Evaluate overall institutional planning and implementation efforts: BP 2003(IVB.6), Institutional Planning and Integrated Educational Master Plan, identifies the institution's planning process. The institution is on a five-year planning cycle that begins with the review of the mission, vision, and strategic plan, which are then used to lead development of a new IEMP. The process for reviewing the mission, vision, and strategic plan was approved by the BOR in 2017 and was implemented in fall 2018. The Institution continues to participate in the Community College Survey of Student Engagement (CCSSE) and implements annual academic and administrative program reviews which provide vital information.

Analysis and Evaluation
Through the institution's five-year planning cycle, the mission, vision, and strategic plan were reviewed and results of the review informed the new IEMP and the 2018-23 *Strategic Plan.* By affording the opportunity for both internal and external stakeholders to participate in the dialog, review, and to inform the new mission, vision, and the strategic plan the college believes it meets the Sub-Standard.

3. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard
Accreditation: CEO's Primary Leadership Role. As mandated in PL 7-79 Section 4(2) (IV.B.27), the College of Micronesia-FSM shall "maintain accreditation by the Western Association of Schools and Colleges and other appropriate accreditation institutions." Furthermore, one duty and responsibility initially identified by the Board of Regents in 2012 for the then CEO was to "Retain and maintain full accreditation from ACCJC/WASC." When the Board appointed Interim President Karen Simion in May 2020(IVB.5), she immediately assumed her CEO duties and responsibilities, in addition to also serving as the Accreditation Liaison Officer (ALO) for the college until a new ALO was appointed.

To ensure and maintain accreditation as her primary leadership role, the interim president started engaging and participating in ACCJC workshops and conferences as the CEO for the college. On October 13, 2020, the Interim President attended the Institutional Self-Evaluation Report (ISER)

Training (IV.B.28) hosted by ACCJC Vice-President Dr. Catherine Webb. In addition to the ISER Training, the interim president also attended the ISER Prep webinar on October 19, 2020, and finally the ISER Team Training webinar (IV.B.29) on February 9, 2021. Several college administrators and staff also attended similar and related online accreditation workshops and other onsite accreditation workshops and trainings. During the August 2021 (IV.B.30) annual college summit, participants across the college system participated in accreditation exercises in preparation of COM-FSM's upcoming *Institutional Self-Evaluation Report*.

As the ALO for the college, Interim President Karen Simion was also instrumental in drafting and moving forward a substantive change proposal to ACCJC for the college to offer on-line courses. During its September 24, 2020 (IV.B.31) Board of Regents meeting, the board "endorsed college moving forward in submitting a substantive change proposal to the Accrediting Commission for Community and Junior College to offer on-line courses." On December 3, 2020 (IV.B.32), the Board of Regents "endorsed the Proposal for Distance Learning at COM-FSM report for the substantive change proposal to ACCJC." On April 6, 2021, the board additionally approved BP 3400 (IV.B.33) Distance Education as a new policy for the college, along with the recommendation to "conduct a broad-based participatory evidence-based review of existing measures for their suitability and currency in the distance learning environment and realities of COVID-19." Directive 6 (IV.B.34) from the April 6, 2021 meeting, the Board "extended the contract for Interim President Karen Simion to a year or earlier should a new president be named. IP Simion was to appoint a new Accreditation Liaison Officer (ALO)." As directed by the board, IP Simion subsequently appointed Ms. Jennifer Helieisar as the new Accreditation Liaison Officer (IV.B.35) for the college on April 21, 2021.

Faculty, Staff, and Administrative Leaders' Accreditation Responsibility Role
Other than attending and participating in accreditation trainings and workshops, the college community has been engaging in responsible activities to ensure compliance with ER, accreditation standards, and Commission policies. As cited and validated in the last ISER, over 270 college employees took and passed the Accreditation Basics On-Line Course; this authenticates the sense of commitment to embrace and maintain the accreditation status for the College of Micronesian-FSM. The college looks forward to having new hires to go through similar online accreditation training experience or ACCJC to reinstate the accreditation basics quiz for continuing employees to refresh their accreditation skills.

And finally, on the college website home page, one section is dedicated to critical accreditation manuals, archived reports, contact information, complaint process against member Institution, and third-party comments to the Commission. With these available quick links pertaining to accreditation, this also authenticates and supports the sense of commitment within the college administration to embrace accreditation and maintain quality assurance at all times.

As mandated in PL 7-79 Section 4(2) (IV.B.27) the College of Micronesia-FSM shall "maintain accreditation by the Western Association of Schools and Colleges and other appropriate accreditation institutions." Furthermore, one duty and responsibility initially identified by the Board of Regents in 2012 for the then CEO was to "Retain and maintain full accreditation from ACCJC/WASC." When the Board appointed Interim President Karen Simion in May 2020, she immediately assumed her CEO duties and responsibilities, in addition to serving "as the Accreditation Liaison Officer for the college."

Analysis and Evaluation

In support of the college's ongoing commitment to embrace accreditation, the interim president continues to provide overall leadership oversight for accreditation. The interim president works closely with the ALO to guide and support the college's goals and strategic plan for institutional effectiveness and quality. The interim president additionally communicates regularly with internal and external stakeholders pertaining college accreditation status and quality assurance through commencement exercise addresses, community messages, college summits, all-campus meetings, Cabinet minutes, and updates from the President's Office.

Through the roles and responsibilities of the CEO, on-going college practices, and ALO related accreditation works and documentations, the college meets this Sub-Standard.

4. *The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

The College of Micronesia-FSM was established in 1992 by Public Law No. 7-79 (IV.B.1). This Public Law also states that the institution is located in the Federated States of Micronesia as a post-secondary institution to provide post-secondary and continuing education training to meet the capacity building needs of the nation.

To assure implementation of statutes, regulations, and governing board policies, the Board specified in article II, section 4 of its bylaws (IV.B.4) that the CEO of the institution is authorized to perform all acts and execute all documents to make effective the actions of the board or its committee. BP 1220 (IV.B.2), Officers of the Board and the President, also speak to the vested authority granted to the CEO by the board to have full control of the administrative and business affairs of the institution to ensure compliance to board, policies, actions, and directives.

As evidenced by the Cabinet meetings minutes, the CEO shares and verifies the board statutes, regulations, and policies are implemented in accordance with the board's actions and directives. The CEO delegates to each vice president the responsibility to inform the members of their respective departments of the actions and directives from the board and to implement and comply with these actions and directives in their respective departments.

To facilitate the discussions concerning areas for improvement as well as the college priorities, the vice presidents also share the board's action items and directives with the relevant standing committee. *BP 2200*, (IV.B.36) *Participatory Governance Policy* provides the opportunity for the college community members to take ownership of not only implementing board directives but to inform them as well. The board's actions and directives are also highlighted during campus wide meetings and for transparency and broad dissemination purposes, the board's actions and directives are published on the college website.

The CEO ensures that practices are consistent with institutional mission and policies, including effective control of budget and expenditures: The CEO provides a financial report which includes the financial audit report (IVB.37) to the board. In terms of effective monitoring and heightened fiscal control, the college

established the office of the Procurement (IV.B.38) to collaborate with the business office to strengthen compliance and control. This control is essential to meet the priority areas established in the 2018-23 Strategic Plan and IEMP as approved by the board. The college's mission statement is read at every event and meeting to serve as a reminder.

Analysis and Evaluation
Through the cabinet, the CEO assures that all information and advice to and from the board are accurate, complete and timely. The CEO also ensures efficient and effective use of the college's resources, safeguarding of assets, maintenance of appropriate internal controls, and guarantee of quality and integrity of all financial and non-financial reporting and disclosures. Therefore, the college believes it meets the Sub-Standard.

5.   *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard
CEO Works and Communicates with Communities
The CEO ensures that the communities and stakeholders served by COM-FSM are informed of the college's developments, challenges, and opportunities through reports, presentations, speeches, and meetings. Immediately upon her appointment as acting president for the institution and subsequently as interim president in May 2020, Mrs. Karen Simion continued to effectively maintain one major duty and responsibility previously assigned by the Board to the former CEO, and that is to "cultivate a culture of genuine communication, inclusiveness, participatory governance and respect for all, and to maintain a highly visible leadership role in the communities served and develop and maintain strategic partnerships."

Interim President Simion is active in the community and participates in community events. The CEO has regularly provided updates (IV.B.39) to the college community, the general public, and other constituents of the college through summits, board reports, all-campus and college-wide meetings, leadership meetings, and community meetings. Through the college website, the CEO and other college administrative leadership provide communications, online updates, meeting minutes, and other major publications and manuals, including current board policies and administrative procedures, for public information. The college also provides a news feed on its website to continually provide regular updates to the community and stakeholders.

The CEO and the college also utilize existing mass media outlets and social network sites to inform constituents and the general public about the status of the college through articles, videos, and announcements published in the independent newspaper, the *Kaselehlie Press*, the Island Cable TV (ICTV), the college's Facebook pages, or even YouTube.

The college continues to partner with the community on functions such as the Micro Games, the FSM Games, political forums, forum lectures, cultural events, Japanese Cultural Day, coronation events, local Close-Up programs, graduation ceremonies, and others.

The college holds annual campus-wide summits (IV.B.30) at the National Campus and then each state campus replicates such summits by conducting its own mini-summit.

Both internal and external stakeholders, including government leaders, community leaders, and diplomatic corps are invited to participate in key summit discussions and information sharing sessions. Summit reports are posted on the college website for public information.

Other communication and community engagement activities of the CEO include the following:

- Providing updates to BOR members on a quarterly basis during board meetings.
- Posting BOR meeting minutes and board directives on the college website for public information.
- Joining Board members in making courtesy calls with state leadership and participating in community meetings. During such contacts, the CEO and other college administrative leaders share college updates and other relevant info with leadership and community meeting participants.
- Providing interim updates through all-campus meetings and online updates that reach both the college community and the general public.
- Presenting reports and making presentations annually at the state and national leadership conference (SNLC).
- Engaging in regular communication or meetings with members of the FSM National Government, National Department of Education (NDOE), FSM Association of Chief State School Officers (FACSSO), diplomatic corps, Joint Economic Management Council (JEMCO), and the Pacific Post-Secondary Education Council (PPEC). Due to the covid-19 pandemic and border closures in 2020, the current interim president is limited to provide updates to the board, the college community, and the general public through Zoom sessions and other published online updates.

Table IV.B.6-2 . Summary of CEO's Regular Meetings with National Government Entities, Diplomatic Corps, and other Regional Educational Entities.

Agency	Agenda	Participants	Dates
FSM President	Request funding for IDP projects	FSM President and staff, Sec. Ed., PMU project dir., VPAS, Dir. Maintenance and Facilities, Interim Pres.	Feb. 5, 2021
T.C & I	Request Collaboration on FMI improvements	Asst. Secretary Kostka, Alvin Sinem, Interim Pres.	April 7, 2021
FACSSO	IQBE, UNESCO, CELPP, GPE AF, ESSDP/ESPIG, MTEC, school accreditation	Sec. NDOE, State Directors, Interim Pres.	Feb. 12, 2020 January 21, 2021 August 5, 2021
NDOE/IQBE		IQBE consultants, Sec. NDOE, COM-FSM grant director, Interim Pres.	Meets weekly on Wed. at 10:00 am (Feb. 2021 – present)
Diplomatic Corps	Meet new ambassadors and staff	Susan Ross, US Embassy US Ambassador Carmen Cantor Australian Ambassador Jo Crowley US Embassy Public Relations Officer	Jan. 3, 2020 Feb. 5, 2020 June 23, 2021 July 21, 2021
JCRP	Provide information relevant to college	VPAS, VPEMSS, Interim President	June 9, 2020

Agency	Agenda	Participants	Dates
PPEC	No Official meetings since pandemic. Area presidents meet regularly for support and information sharing during pandemic.	Presidents at UoG, GCC, CNMI, CMI, ASCC, PCC, and COM-FSM	Meet monthly April – June 2020 & bi-monthly July 2020 – May 2021 and then monthly until present.
JICA	Prepare for project with FMI	JICA rep. and Japanese Embassy reps. Sometimes NDOE.	10/15/2020, 10/30/2020, 4/20/2021

Analysis and Evaluation

The CEO has effectively performed her assigned communication duty and responsibility by regularly informing the college community, the general public, and other constituents regarding the state of the college, including ongoing and anticipated development activities. Annual college summits have become an avenue to engage in dialogues with national leadership, state leadership, and members of the diplomatic corps regarding affairs of the college. The use of mass media and social network have become effective tools for the CEO and the college administration to inform and update the college's internal and external stakeholders. Moreover, the CEO has continually provided updates during board meetings and has engaged in leadership as well as all-campus and community meetings.

As analyzed, validated, and discussed in the above sections, ongoing college practices to inform its stakeholders and partner with the communities it serves strongly indicate that the college meets the Sub-Standard.

Conclusions on Standard IV.B. Decision Making Roles and Processes

The Institution's 2018-2023 Strategic Plan informs the new Integrated Educational Master Plan (IEMP) which links to the institutional priorities on student success. The CEO roles and responsibilities are guided by PL 7-79, board bylaws, and BP1200 to support institutional priorities. The five-year institutional planning cycle ensures that the direction and improvements are informed by both internal and external stakeholders. The CEO in collaboration with the ALO ensures that practices at the institution conform to accreditation requirements. To ensure institutional efficiency, control, and quality, the CEO delegates and implements the advice from the board through the cabinet. With the current communication structure, the CEO is able to engage and keep all stakeholders updated on college affairs.

Improvement Plan(s)

None

Table of Evidence

IV.B.	Citation
IV.B.1	PL 7-79, item 1 of Section 21 https://www.dropbox.com/s/zk0b3hdzy2x4wi8/PL%207-79.%20IVB.1.pdf?dl=0
IV.B.2	BP 1220, Office of the Board and the President

	https://www.dropbox.com/s/bpszvspdwc7slq7/BP%201220.%28IVB.2%29.pdf?dl=0
IV.B.3	PL 7-79, item 2 of section 2 https://www.dropbox.com/s/uo3wwqj555vktd3/PL%207-79%28IVB.3%29.pdf?dl=0
IV.B.4	BOR Bylaws, section 4 https://www.dropbox.com/s/2a6wpobamwlb2l4/BOR%20Bylaw.%20%28IVB.4%29.pdf?dl=0
IV.B.5	Interim President https://www.dropbox.com/s/gvz5c2ofjp9ueq6/Interim%20President.%20%28IVB.5%29.pdf?dl=0
IV.B.6	BP 2003, Institutional Planning and Integrated Educational Master Plan https://www.dropbox.com/s/oor370wlv86njft/BP2003-Institutional-Planning-and-Integrated-Educational-Master-Plan.%20%28IVB.6%29.pdf?dl=0
IV.B.7	IEMP https://www.dropbox.com/s/tpmks5j2jxkuw1b/Microsoft%20Word%20-%20IEMP%20Narrative%202018-edited_10_09_18.docx%20-%20IEMP-Narrative-2018-edited_20_09_18.%28IVB.7%29.pdf?dl=0
IV.B.8	2016 Governance and Visioning Summit https://www.dropbox.com/s/ftz4h22crpx2k17/Visioning-Summit-2016-Report_29SEP2016.%28IVB.%208%29.pdf?dl=0
IV.B.9	Mission https://www.dropbox.com/s/v4q98y6xkxym6er/Mission%20Statement%20%7C%20College%20of%20Micronesia%20-%20FSM.%20IV.B%209.pdf?dl=0
IV.B.10	Vision https://www.dropbox.com/s/21tjnyr31xfchhu/10a_Vision_Statement_Action.%20%28IVB.10%29.pdf?dl=0
IV.B.11	2018-2023 Strategic Plan https://www.dropbox.com/s/ifjgt8fj7zspdpk/COM_FSM_Strategic_Plan_2018_2023-1.%20%28IVB.11%29.pdf?dl=0
IV.B.12	Space Utilization and Facilities Master Plan https://www.dropbox.com/s/3l2qq7p1uo117i1/facility-plan-2013-2017.IV.B.12.pdf?dl=0
IV.B.13	2018-2022 Five-Year Financial Plan https://www.dropbox.com/s/0vl7a7qxh3bfsfb/IV.B.13 2020-FIVE-YEAR-FINANCIAL-PLAN.pdf?dl=0
IV.B.14	BP 6003, Governance https://www.dropbox.com/s/mhyja4bov2ib5mu/BP6003_Governance.%28IVB.14%29.pdf?dl=0
IV.B.15	Strategic Plan 2013-2017, specifically goal #4 https://www.dropbox.com/s/dl2k4tgqg1hlhkw/brief-strategic-plan%28IVB.15%29.pdf?dl=0
IV.B.16	BP 6015, Professional Development Plan https://www.dropbox.com/s/rkbffc005cxqeg9/Program%20Development%20Program.%28IVB.16%29.pdf?dl=0
IV.B.17	BP 1110, Assessing Institutional Effectiveness https://www.dropbox.com/s/20sjka3ibpbloq1/COM-FSM_BP1110%28IVB.17%29.pdf?dl=0

IV.B.18	Program Assessment and Program Review Manual https://www.dropbox.com/s/agqmqz8viatn9ui/Program-Assessment-and-Program-Review-Procedures-Manual%281%29.%20%28IVB.18%29.pdf?dl=0
IV.B.19	Program Review https://www.dropbox.com/s/iza6nq9zwd0nd5s/COM-FSM_BP3202.%28IVB.19%29.pdf?dl=0
IV.B.20	Program Assessment https://www.dropbox.com/s/fwkh6cgclit8445/Program%20Assessment%20%7C%20College%20of%20Micronesia%20-%20FSM.%28IVB.20%29.pdf?dl=0
IV.B.21	Governance Structure https://www.dropbox.com/s/40k16soygqs338z/IV.B.21%20Governance%20Structure.pdf?dl=0
IV.B.22	Organizational Chart https://www.dropbox.com/s/z40obtj1ahyu5la/IV.B.22%20Organizational%20Chart.pdf?dl=0
IV.B.23	Core Values https://www.dropbox.com/s/435xi5la7zppdzi/Core_Values.%20%28IV%20B.23%29.pdf?dl=0
IV.B.24	2018 White Paper https://www.dropbox.com/s/e9qdopgmy88640x/IV.B.24 White_Paper_FINAL_2018.pdf?dl=0
IV.B.25	Strategic Planning Working Group https://www.dropbox.com/s/gxrzwk6y3l86oin/SPWG_MIssion_Report_07FEB2017-1.IV.B.25.pdf?dl=0
IV.B.26	Budget Manual https://www.dropbox.com/s/eyk1epjz63hrgo1/BudbetProceduresHandbook-RevEd2%20-%20BudgetProceduresHandbook-2020.%28IVB.26%29.pdf?dl=0
IV.B.27	PL 7-79, item 2, section 4 https://www.dropbox.com/s/2gjy9qknopxcs3s/1%20PL-7-79.pdf?dl=0
IV.B.28	ISER Training https://www.dropbox.com/s/gy8041eyegaojnb/COM-FSM-ISER%20Training%20-%202020.10.13_Standard%20IV.B.28.pdf?dl=0
IV.B.29	ISER Team Webinar https://www.dropbox.com/s/e5v007nq2u89lw3/ISER%20Training%20links.pdf?dl=0
IV.B.30	August 2021 Summit https://www.dropbox.com/s/966cf8098o2h8th/2020-College-and-Community-Online-Summits-report.pdf?dl=0
IV.B.31	Substantive Change Proposal-Online Courses https://www.dropbox.com/s/5ln6uu625igk1zn/Actions_Directives-24Sept2020.IV.B.31.pdf?dl=0
IV.B.32	Substantive Change Proposal-Distance Learning https://www.dropbox.com/s/qyvnyaob589trkb/Directives-20-12-03.IV.B.32.pdf?dl=0
IV.B.33	BP 3400 Distance Education Policy https://www.dropbox.com/s/8b1rfxor5lbnmlm/COM-FSM_BP3400.IV.B.33.pdf?dl=0
IV.B.34	Board Directive

		https://www.dropbox.com/s/3d6mkjg349wjxls/Directives-april-6-2021.IV.B.34.pdf?dl=0
IV.B.35	New ALO	https://www.dropbox.com/s/ielgt2djc92xspv/COM-FSM%20Jennifer%20Helieisar%20named%20Accreditation%20Liaison%20Officer.pdf?dl=0
IV.B.36	BP 2200 Participatory Governance Policy	https://www.dropbox.com/s/cm1m2el8g9d2loo/IV.B.36 Microsoft Word - COMFSM_BP2200.docx - COMFSM_BP2200.pdf?dl=0
IV.B.37	Audit Report	https://www.dropbox.com/s/sv3kqraxjqwr5n6/COM-FSM_comp20-%5BFINAL-Dec-2-%202021%5D.IVB.%2037.pdf?dl=0
IV.B.38	Director of Procurement Office	https://www.dropbox.com/s/os6ngn6mwmxncgi/2015-044-Director-of-Procurement-Property-Management.pdf?dl=0
IV.B.39	CEO Updates	https://www.dropbox.com/s/nt1wmbozvr9tntj/COM-FSM%20Update%20from%20the%20President%E2%80%99s%20Office.pdf?dl=0

Standard IV.C. Governing Board

1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
Governing Board Authority. Federated States of Micronesia (FSM) Public Law (PL) 7-79 (IV.C.1) established the College of Micronesia-FSM (COM-FSM) as a public corporation and created a Board of Regents as the governing body for the general management and control of the college. This enabling law, Sections 19(5), (13), (14), and (16) (IV.C.2) empowers the board to approve such policies and standards as deemed necessary for the effective operation of the college, approve programs of instruction, annually review and approve long-range plans for the development of the college, and ensure adequate financial resources. Pertinent examples of the board carrying out its review and approval responsibilities include:

- The mission statement (IV.C.3) adopted by the board speaks to educational programs characterized by continuous improvement and best practices.
- The college's Strategic Plan 2018-2023 (IV.C.4) identifies two strategic directions: 1) innovate academic quality to ensure students success, and 2) strengthen resources to meet current and future needs.
- The board mandated that all policies be reviewed in five-year cycles to assure academic quality, integrity, and effectiveness of student learning programs and services The board's Five-Year Master Planning Calendar (master plan) 2017-2022 (IV.C.5) reminds the board of scheduled reviews to ensure currency of policies and key documents.
- The board regularly receives financial status reports from the college and performance reports on the endowment fund and reserves fund from the investment manager and considers recommendations to ensure optimum results for the financial stability of the college.

The vice president for institutional effectiveness and quality assurance (VPIEQA) reports at each board meeting on mission fulfillment indicators, institutional set standards achievements, and progress on assessment cycles. The comptroller also reports on the financial status of the college as well as CARES Act funds at each board meeting. **(ER 7)**

Analysis and Evaluation
PL 7-79 establishes the board's authority over and responsibility for policies to assure the academic quality, integrity, effectiveness of student learning programs and services, and the financial stability of the institution. For the board to carry out these responsibilities, the Board Policies and Administrative Procedures (IV.C.6) (policy manual) on the college website displays all board-approved policies. The master plan guides the review of policies. The college believes it meets this Sub-Standard.

2. *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard

Board as Collective Entity. PL 7-79, Sections 14, and 20, (IV.C.7) and board bylaws, Section 4, (IV.C.8) stipulate the board shall act as a whole and that no member or committee created by the board may act in place of the board, and committee decisions must be approved by the board. Before each board meeting, the board holds reflection meetings to discuss and reach consensus on issues, as well as to build camaraderie and engage in free-flowing discussions. Board meeting minutes reveal that most decisions are unanimous; however, an incident did occur of the board being urged to act outside its purview, but has since been mutually resolved.

Analysis and Evaluation

The enabling law and bylaws specifically require the board to act as a collective entity. When the board was made aware of being in conflict with Accreditation Standards, a resolution of the problem was endorsed during its September 2018 meeting. The college believes it meets this Sub-Standard.

3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

Selecting the CEO. PL 7-79, Section 19.8, (IV.C.9) empowers the board to appoint and assess the performance of the president. COM-FSM Board Policy (BP) 1211(IV.C.10) *Appointment of the President/CEO* also states the board appoints the president of the college and a presidential search committee. COM-FSM Administrative Procedure (AP) 1211(IV.C.11) *Procedures for Selecting the President* provides the terms of reference for the presidential search committee. The committee conducts the presidential search, recommends candidates to the board, which makes the final selection, and appoints the president.

President Joseph Daisy announced his resignation before the November 2019 board meeting. The board then appointed an ad hoc steering committee (IV.C.12) of the board to guide the transition process. At the December 2019 meeting, the board adopted a president succession plan (IV.C.13). The steering committee on December 19, 2019, announced the presidential search committee composition and requested the groups to submit their representative. The search committee held its first meeting on January 16, 2020, and established a timetable (IV.C.14) with tasks to be accomplished. The search committee stayed on schedule and held its last meeting on August 4, 2020, with a list of six finalists and submitted it to the steering committee. The steering committee did their due diligence and conducted virtual tours of the college with three finalists. However, the final decision was delayed due to the closing of FSM borders due to the pandemic. In July 2021, the board declared re-opening of the presidential search and at the December 2021 announced appointment of a new presidential search committee. Based on the previous search, the process may take another ten months.

Assessing the CEO. BP 1212 *Policy on Assessing the President* (IV.C.15) requires the board to review the president's stewardship annually and every four years in a more comprehensive manner. AP 1212 (IV.C.16) *Assessing the President* provides the procedures for both the annual and comprehensive reviews. Annual assessments are scheduled for the annual meetings in December. The board completed a comprehensive quadrennial assessment of President Daisy (IV.C.17) in May 2017. The board is in the process of conducting an annual assessment of the interim president.

Analysis and Evaluation
The college has clearly defined policies for the selecting and assessing the president/CEO. AP 1211 lays out the search process allowing the process to begin promptly. The search committee conducted its task accordingly and in a timely manner. The closing of the nation's borders posed challenges and delayed the selection. With the limited opening of the borders in May 2021, the board at its July 2021 meeting announced the re-opening of the presidential search.
In May 2017 the board successfully conducted a comprehensive review of Dr. Daisy's performance using the procedures in AP 1211. Since the quadrennial review was completed mid-year 2017, annual assessment was not conducted; nor in 2019 as Dr. Daisy's had announced his resignation. The board is currently assessing the interim president. The college believes it meets this Sub-Standard.

4. *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

Evidence of Meeting the Standard
Independent Policy-Making. [Sections of PL 7-79 on organizing principles (Section 5), Board membership (Section 6),](link) (IV.C.18) and powers and responsibilities (Section 19) speak to the Board being an independent, policy-making body that reflects the public interest in the institution's educational quality. In addition to representing the four states and the national government, the regents bring diverse experiences to the board.

Advocator, Defender, and Protector of the College. Section 19 further states the Board has the power to "ensure the institutional autonomy and act as a liaison between the community and the College" among others. Regents are appointed to represent the four states and the national government by the FSM president with the advice and consent of Congress. The current membership includes the officer in charge of a weather services station, a director of education, a lieutenant governor, comptroller of Pohnpei Port Authority, and the country coordination specialist for the UN Multicounty Office of which two members are female. Prior to COVID-19, in conjunction to their meetings, the Board scheduled meetings with respective state and national leadership and held community meetings. During these meetings, the college shared accomplishments, highlights, and plans; solicited input from the leadership and community; and listened to concerns. However, COVID-19 has limited its outreach with the leadership and community due to travel restrictions. To remedy that, in July 2021 Chuuk campus successfully facilitated the first virtual community meeting for Chuuk state via Zoom. Kosrae campus followed with a virtual community meeting in Kosrae following the September 2021 board meeting.

The board advocates for the college in their respective states; those on Pohnpei also represent the college at various meetings and hearings called by the national government. The Board continues to participate in Zoom meetings with the investment consultant to get updated status of the college's investment portfolio. The Board supported the college's effort to get FSM to pledge $2 million for the college endowment appropriated within the next seven years. The board's effort has also resulted in the president of the FSM pledging to support the college shortfall of revenues, due to compact decrement, from domestic revenues. Congress continues to fund the shortfall. Another example of the board defending and protecting the college is when FSM Congress in November

2020 passed a resolution that the college name the college administration building after an important individual. The board held that the college should follow its policy on the naming of buildings.

Analysis and Evaluation

Both the stipulations of the enabling Public Law and board actions in this reporting period demonstrate its independence and reflect decisions made in the best interest of the college. The college believes it meets this Sub-Standard. **(ER 7)**

5. *The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

Establishes Policies Consistent with the College Mission. To ensure its actions are consistent with the mission, the board reads the mission statement at the beginning of each meeting. BP 2001 Policy on Policies (IV.C.19) established the critical criteria for evaluating new policies or revisions to existing policies:

- conformity with COM-FSM mission;
- minimize risk to the institution by complying with FSM and U.S. Federal laws and accreditation Standards;
- safeguarding human, fiscal, and material resources.

The VPIEQA regularly reports on mission fulfillment indicators and institution-set standards at the board meeting. As such, the Board monitors the effectiveness of the college. Examples of meeting this responsibility are implementing the bachelor's degree in teacher education and implementing distance education in response to the pandemic, and attendance at college summits and mini-summits. According to the Board minutes during this reporting period, out of 22 meetings the board considered policy matters at 17 meetings, education quality at 12 meetings, and financial matters at 17 meetings. Legal issues did not arise to the Board level.

Responsibility for Educational Quality, Legal Matters, and Financial Integrity and Stability. Among the powers and responsibilities listed in PL 7-79, Section 19, (IV.C.20) the board is empowered to:

- clarify the mission of the college;
- be responsible for the financial soundness of the college;
- ensure that the educational program and the physical facility plans are of high quality and consistent with the purposes of the college;
- ensure adequate financial resources and strong financial management;
- serve as the court of appeal to faculty, students, and staff;
- approve such policies and standards as deemed necessary for the effective operation of the college;
- approve programs of instruction and research, and
- annually review and approve long-range plans for the development of the college.

Analysis and Evaluation
Board minutes indicate the board's involvement in policy review and action and receipt of regular reporting from the president and vice presidents on progress, challenges, plans, college goals, programs, services, and resources. The responsibilities and activities listed above allow the college to believe it meets the Sub-Standard.

6.   *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard
Published Bylaws and Policies. The college posts the board bylaws and policies on the college website under the board's webpage. (IV.C.21) BP 1200 Membership and Terms of Office (IV.C.22) and BP 1210 *Powers and Responsibilities* (IV.C.23) specify the board's size, duties, and responsibilities. The bylaws, Articles II and IV (IV.C.24) specify the structure, and Article I (IV.C.25) the operating procedures.

Analysis and Evaluation
The board's size, duties and responsibilities are derived from PL 7-79, Section 19 and as amended by PL 8-144. PL 7-79, Section 17, mandates the board to adopt bylaws to govern the conduct of its business and the performance of the powers and duties granted to, or imposed upon it, by law. The board reviewed its bylaws during its December 13, 2017, meeting, and regularly reviews policies and adopts the revisions. The webmaster uploads revisions. The college believes it meets this Sub-Standard.

7.   *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard
Acting Consistently With Policies and Bylaws. While the board usually acts in a manner consistent with its policies and bylaws, a concern was noted by the Commission in August 2018. The chairman of the board and president worked on a plan to address the concern. The board at its September 2018 meeting adopted the plan.

Assessing Policies and Bylaws. PL 7-79, Section 19(10) (IV.C.26) requires the board "to adopt, amend, and repeal bylaws governing the conduct of its business and performance of the powers and duties granted to, or imposed upon it, by law." On December 13, 2017, meeting the board approved recommendations for changes to its bylaws as identified during their professional development workshop before the meeting. Section 19(13) (IV.C.27) states "Approve such policies and standards as deemed necessary for the effective operation of the College." BP 2001 Policy on Policies, (IV.C.28) requires all college policies to "facilitate the institution's ability to fulfill its mission." The board requires all college policies to be reviewed in five-year cycles. The Five-Year Master Planning Calendar (IV.C.5) regulates the assessment of policies and bylaws and is scheduled to be updated. The board attended policy development workshops between March 1, 2019, to June 29, 2019, a total of four days of the interactive training workshops at two successive board meetings. These

workshops focused on the college's protocols for implementing purposeful dialogue and on guided review and revisions of current board policies.

Analysis and Evaluation

The board reads the college mission before each meeting to keep it foremost in mind during meetings. Board actions are exhibited in the board's actions and directives issued after each meeting and in the official board meeting minutes, both posted on the college website. Its development workshops continually touch on the need for the board to act in a manner consistent with its policies and bylaws. The board's planning calendar ensures regular assessment of its policies and bylaws, and board minutes reflects necessary revisions. The board also acted swiftly once concern about its action was noted. Since adopting the five-year cycle for review of policies and the decision to centralize policies on the college website, departments and offices conduct reviews to identify policies needing revisions, obsolete policies and procedures for elimination, policies that are procedures for reclassification, and policies not needing revision. The college believes it meets this Sub-Standard.

8.   *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

Review of Key Indicators of Student Learning, Achievement and Institutional Plans. Public Law No. 7-79, Section 19 (16) (IV.C.29) tasks the board to annually review and approve long-range plans for the development of the college. BP 2003 *Institutional Planning and Integrated Master Plan* (IV.C.30) speaks to the planning cycle with "regular reviews of academic programs and administrative units are prepared to identify areas of priority and improvement." The Board of Regents' *Five-Year Master Planning Calendar, 2018-2022*, schedules annual review of the assessment of the *Strategic Plan* and the *IEMP*.

- The college identified nine measures of success for student successes and eleven for strengthening resources to meet current and future needs through revenue diversification, efficient use, innovation, effective allocation, conservation, infrastructure upgrades, and investment in human capital.
- The VPIEQA regularly reports on progress to meet the goals for student success. The 2018-2023 *Strategic Plan* targets student success by decreasing time to completion and increasing student satisfaction, persistence, retention, and graduation rates by innovating academic quality and enhancing student support services.
- In spring 2021, the college engaged in the review of its mission and measures of institutional success and student success and published the results in Turning Points: Evaluation of Strategic Plan, Mission and Values (IV.C.31).

Analysis and Evaluation

Institutional outcomes, institutional standards, and benchmarks with medium and long-term targets provide an overview of the status and progress on the *Strategic Plan*. Standards are set for student learning, achievement as well as student services, and financial standards. At each board, meeting reports are presented on progress to accomplish the goals for student success and institutional plans for improving academic quality. These reports give the board a greater understanding of progress

made to achieve student success and identify different measurable indicators for the more realistic achievable institutional outcome. The college believes it meets this Sub-Standard.

9. *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard

Training Programs for Board Development. Recognizing that the Board of Regents must be knowledgeable about its role as a trustee of a postsecondary education institution to be effective and that accreditation Standards require the board to have ongoing training for board development, the board since FY 2015 has included funds for professional development in its budget. In FY 17 the Board raised its professional development budget from $20,000 to $30,000 annually. Annual budgeting for professional development allows the Board the means for continuous development, including orientation for new members.

The college contracted Sandy Pond Associates (SPA) and David Adams from May 2016 to April 2018, and again from November 2018 to November 2020 to provide board training. The attached table attest to the depth and frequency of the workshops (IV.C.32). Professional development was not limited to work with consultants; the board also took advantage of other opportunities.

- The board is a member of AGB and ACCT and receives their periodical, Trusteeship.
- Two new members attended AGB National Conference on Trusteeship in April 2016.
- Two members attended the Asia Pacific Association of Fiduciary Studies (APAFS) in November 2017.
- One member attended ACCJC in January 2018.
- Two members attended National Conference on Trusteeship in April 2018.

- Three members attended ACCT Leadership Congress in October 2018,
- Two members attended APAFS in November 2018.
- One member attended AGB National Conference on Trusteeship in April 2019.
- Four members attended ACCT Leadership Congress in October 2019.
- Four members attended APAFS Conference in 2019.

Continuity of Membership and Staggering of Terms. PL 7-79, Sections 7-9, (IV.C.33) provides for continuity of board membership and staggered terms of office. Regents serve three-year terms. To stagger their terms of office, the original board members drew lots to determine who receives two and who receives three-year terms. The enabling law requires written notice of upcoming expiration of terms to the FSM president 90 days in advance of the expiration date. Regents may serve beyond the expiration date of their terms until their successors have been appointed.

Analysis and Evaluation

COVID-19 and the resulting FSM National Emergency to close its borders have limited the board's ability to travel to conferences. While online programs are available, lack of familiarity and accessibility issues daunt participation. In March 2021 the board issued an RFP for Board of Regents Development and Training Program from experienced and qualified consultant firms or individuals

to provide professional services for board development, training, and self-assessment. The board plans to reissue the RFP.

The mechanism for providing continuity on the board is prescribed by law. The college has provided the required a 90-day written notice of the expiring term. Continuity is not an issue as regents continue to serve until their replacement is confirmed. However, staggering terms are beyond the college's control. The FSM president appoints regents with the advice and consent of Congress. Notices were served for expiring terms for four regents September 28, 2020, August 4, 2021, September 28, 2021; re-nomination for regent whose term expired in 2020 was finally submitted to Congress on November 15, 2021, and action on the others are yet to be made. The term of another expires November 16, 2021, (IV.C.34) and the FSM President was informed of the gravity of the delay in making appointments. The college believes it meets this Sub-Standard.

10. *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and m a k e s public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard
Process for Board Evaluation. The enabling law, Section 19(21), (IV.C.35) mandates the board to assess its performance. The board bylaws, Article VII *Board Evaluation* also requires the board to "establish policies providing for the evaluation of the Board at least every two years."

Assess Effectiveness in Promoting and Sustaining Academic Quality and Institutional Effectiveness. BP 1330 *Board Self-Assessment* (IV.C.36) requires annual assessment through the *College of Micronesia-FSM Board Self-Assessment Survey* (IV.C.37) in which the board reviews the following major areas of board responsibilities:

- institutional mission
- academic governance and educational policies
- institutional planning
- board/chief executive relationships
- physical plant
- financial management

- financial support
- board membership
- board organization and performance
- board relations with key constituents
- accountability to the public
- accreditation

The survey includes a section on General Assessment intended to help determine the level of consensus among the members regarding major institutional and board strengths and needs. It also includes a section on Board Member Review intended to help assess their own commitment and performance and reflect on their board service and the expectations generally held for all board members. The board utilizes a *Board Master Planning Calendar* to ensure regular review of its practices and performance.

Evaluating Results Used to Improve Board Performance, Academic Quality, and Institutional Effectiveness. AP 1330 (IV.C.38) prescribes the procedure for conducting the assessment which includes recommendations for improvement of the board performance, academic quality, and institutional effectiveness and posting of the assessment results on the board website.

Analysis and Evaluation
Board self-assessment is mandated by the enabling law, board's by-laws, and policy. The board schedules its annual self-assessment during the annual meeting which is usually held in December. While individual members complete the survey, the analysis and resulting recommendations have not always been timely. In 2015 the board endorsed AP 1330 to provide a written procedure and timeline to address timeliness and completion of the process. Timeliness become a problem due to the pandemic of not being able to meet face-to-face. A comparison between the *Board Master Planning Calendar* and board agenda indicates that the calendar is being used. In the self-assessment survey, regents also assesses their commitment and performance. The college believes it meets this Sub-Standard.

11.   *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)*

Evidence of Meeting the Standard
Ethical Conduct Policy The enabling law, Section 20, (IV.C.39) calls for the creation of bylaws, which should include a statement of ethical conduct of its members. The statement must stipulate the prohibition of board members from participating in any action involving a possible conflict of interest or from realizing a financial gain from their position as a board member. The statement of ethical conduct appears in Article V of the board bylaws; Sections 1-5 (IV.C.40) explain the standard of conduct, disclosure, abstention from voting, employment with the college, and ethical violations. BP 1301 *Board Ethical Conduct* also reflects the statement of ethical conduct from the bylaws.

Disclosure and Violations. Board members sign a conflict-of-interest policy and disclosure form acknowledging they have read the policy and agree to comply fully with the terms and conditions. Section 5 of the statement of ethical conduct defines how violations of the code are handled. Charges of misconduct are directed to the board chair who establishes an ad hoc committee to examine the charges and recommend a resolution to the board. The standards for resolution of charges are prescribed in that policy. The policy prohibits board members from employment while a regent. The disclosure forms acknowledge, if any, board family employed by the college and/or with financial relationship with the college. Board development sessions accentuated modeling the highest ethical standards in all board actions as one of the board's primary responsibilities. In August 2018 the Accrediting Commission issued a letter of concern of the possibility of the Board acting in contrary to its own codes, policies, or bylaws. The board chair and president met and mutually agreed-upon a plan to address the concern. The plan was submitted to and endorsed by the board at the September 2018 board meeting. At its March 2019 meeting the board issued notice to call a

special meeting for the purpose of considering removal of a regent for neglect of duty per Section 5. The issue became moot with the resignation of the regent.

Analysis and Evaluation

Board bylaws include a statement of ethical conduct with clearly defined policy for dealing with behavior that violates the code. To evidence that regents adhere to the code, the Board adopted a new comprehensive conflict of interest disclosure form in September 2018. The board shows it is self-correcting by taking immediate action to violations. The college believes it meets this Sub-Standard. **(ER 7)**

12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

CEO Authority and Responsibility. PL 7-79, Section 19(8) and Section 21(1), (IV.C.41; IV.C.42)) charge the governing board with hiring the president and Section 21 further gives the president full charge and control of the administration and business affairs of the college and also provides how the president is accountable to the board. The board bylaws, Section 4, (IV.C.43) further state that:

- the president is the chief executive officer of the college and official advisor to and executive agent of the board;
- as the educational and administrative head of the college, exercises general superintendence over all affairs of the institution and brings such matters to the attention of the board as are appropriate to keep the board fully informed in meeting its policy-making responsibilities.
- Section 4 further states that the president shall have the power, on behalf of the regents, to perform all acts and execute all documents to make effective the actions of the board.

While this is generally accepted, the Commission in August 2018 raised a concern when individual board members sought to obtain information directly from college staff bypassing the central administrative role of the president. The chairman of the board and president drafted a plan to provide direction moving forward which was endorsed by the Board and accepted by the Commission.

Accountability of the CEO. The Board annually assesses the performance of the president. To reflect the importance the board places on this responsibility, the Board in April 2015, revised BP 1212 *Policy on Assessing the President* to include a more comprehensive review every four years in addition to the annual review to encourage effective institutional governance and management.

Analysis and Evaluation

The board's delegation of full responsibility and authority to the president is clearly stated in PL 7-79 and is not questioned. Board professional development sessions emphasize the roles of the Board governing and the president managing.

During Board meetings, the president reports in writing and orally to the Board on the affairs of the college. This written report reflects the president's profile, duties and responsibilities to confirm that

the challenges and opportunities, as well as the duties and responsibilities for the president, remain the main focus. The president's oral report highlights achievements and success, challenges, and plans. The president also communicates Board actions to the college through cabinet and executive committee meetings, messages to the college community, and at all-campus meetings, now taking place via Zoom with the greater turn out from all of the campuses. The interim president follows this reporting format. The college believes it meets this Sub-Standard.

13. *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

Evidence of Meeting the Standard

Informed of Accreditation Matters. The board is regularly informed about Eligibility Requirements, Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status as attested by Table 3. Record of Presentations on Accreditation Matters to COM-FSM Board of Regents (IV.C.44). Since the last comprehensive review in 2015, the president and/or accreditation liaison officer (ALO) reported on accreditation matters at 18 out of 22 board meetings, special meetings included. The ALO made concerted effort to ensure the board understands accreditation as evidence by 100% completion of the on-line accreditation basics course on the ACCJC website.

Supports Policy to Improve and Excel. Where gap analysis revealed need for policies and/or revisions to meet or enhance Accreditation Standards, the Board supported the college's effort as evidenced by some of the following actions:

- Re-affirmed mission statement
- Approved new vision statement
- Adopted *COM-FSM Strategic Plan – 2018-2023*
- Adopted *Integrated Education Master Plan – 2018-2023*
- Adopted *Five-Year Financial Plan – 2018-2022*
- Approved bachelor's in elementary education program and distance education

- Reviewed/revised 132 policies, adopted 8 new policies, and eliminated 11 policies
- Adopted presidential succession plan
- Adopted financial reporting format consistent with external reporting requirements
- Revised BP 1500 *Roles of Campuses*
- Revised BP 3101 *Academic Program Requirements*

Participates in Evaluation of Role and Function in Accreditation Process. The administration keeps the board informed, as evidenced in the Table 1 above, of its progress through accreditation processes thereby facilitating the board's role of endorsing accreditation reports. To ensure the board regularly evaluates its roles and functions in the accreditation process, criterion on accreditation was added to the board's self-assessment survey in August 2015. The writing group for Standard IV.C consulted the regents for their input during the writing process of the institutional self-evaluation. Regents also participate in college summits

Analysis and Evaluation

To ensure the board meets this Sub-Standard, the ALO presented accreditation information to the board at board meetings and during professional development session. Table 4 above shows an increase in frequency and depth of accreditation reporting since 2015. The board endorses reports to the Commission before they are submitted and is informed of communications from the Commission to the college. Unfortunately, the on-line accreditation basic course is no longer available on the ACCJC website so the two newest members have been encouraged to avail the accreditation videos on-line. Since the last self-study the college, including the board, is mindful of instituting Accreditation Standards in the operation of the college. The college believes it meets this Sub-Standard.

Conclusions on Standard IV.C. Governing Board

The college believes it meets Standard IV.C. with the required regulations and policies in place to address each section. Board actions also support adherence to the regulations and policies. However, the challenges of being geologically dispersed have been amplified due to the covid-19 pandemic and resulting restrictions to keep the nation covid-free. Limited flights between states prohibit face-to-face meetings leading to challenges with technology. Closing of the borders hampered hiring of a new CEO and outside consultants, and strict quarantine measures make traveling outside the nation difficult. Getting things done now takes longer which were previously routine tasks. The challenge is finding workable solutions to accomplish the routines in this stressful time.

Improvement Plan(s)

Standard	Improvement Plan	Responsibility	Timeline
IV.C.10.	Continue to search for workable IT solutions to conduct meetings and share information. One possible solution is "Boardable".	Regents, Pres., IT	2023

TABLE OF EVIDENCE

IV.C.[number]	Citation
IV.C.1	Public Law 7-79 (1992, September) https://www.dropbox.com/s/wbuylacxg9ysv0e/IV.C.1-PL-7-79.pdf?dl=0
IV.C.2	PL 7-79 Section 19(5) (13) (14) (16) https://www.dropbox.com/s/c9s6ebfuseh2muy/IV.C.2-PL7-79_Section-19.pdf?dl=0
IV.C.3	Mission Statement https://www.dropbox.com/s/kz3wyys20e24w10/IV.C.3 COM-FSM Mission Statement.pdf?dl=0
IV.C.4	Strategic Plan https://www.dropbox.com/s/vyfngwxzii8dyyp/IV.C.4 COM-FSM Strategic Plan 2018-2023.pdf?dl=0
IV.C.5	Five-Year Master Planning Calendar 2017-2022 https://www.dropbox.com/s/mnmny53s9f2f1jn/IV.C.5%20BOR%20Master%20Planning%20Calendar%202017-2022.pdf?dl=0
IV.C.6	Board Policies and Procedures https://www.dropbox.com/s/nsgur9n8eto2wlk/IV.C.6 COM-FSM Board Policies and Administrative Procedures.pdf?dl=0

IV.C.7	PL 7-79 Sections 14 and 20 https://www.dropbox.com/s/qxvbamjvdmvz59v/IV.C.2.7%20PL-7-79%20Section%2014%20%26%2020.docx?dl=0
IV.C.8	Board Bylaws, Article 1, Section 4 https://www.dropbox.com/s/ubh4vzwixjunisg/IV.C.8%20Board%20By%20laws%20document.docx?dl=0
IV.C.9	PL 7-79, Section 19(8) https://www.dropbox.com/s/xb79yuxe18l2xp3/IV.C.9%20PL-7-79%20Section%2019%288%29.docx?dl=0
IV.C.10	BP 1211 Appointment of the President https://www.dropbox.com/s/pel6bpdufjos9ax/IV.C0%20BP1211-appointment-of-the-president-ceo.pdf?dl=0
IV.C.11	AP 1211 Procedures for Appointing the President https://www.dropbox.com/s/qb8zmvkzgthcjv8/IV.C1%20AP1211-appointment-of-the-president-ceo.pdf?dl=0
IV.C.12	Appointment of Ad Hoc Screening Committee (Board minutes of December 19, 2019 https://www.dropbox.com/s/k8fmaij3d2xs0e5/IV.C.3.12%20Minutes-12-19-19%20Adhoc%20Steering%20Committee.pdf?dl=0
IV.C.13	President Succession Plan https://www.dropbox.com/s/85qdpyh4qwpvxa3/IV.C.3.13%20President%20Succession%20Plan.pdf?dl=0
IV.C.14	Search Committee Timetable https://www.dropbox.com/s/xc8g7zafpsdlv6e/IV.C.3.14%202020%20Presidential%20Search%20Process.xlsx?dl=0
IV.C.15	BP 1212 Policy on Assessing the President https://www.dropbox.com/s/lyli79e6ylpfj4w/IVC.3.15%20BP1212-Policy-on-assessing-the-president.pdf?dl=0
IV.C.16	AP 1212 Assessing the President https://www.dropbox.com/s/lyli79e6ylpfj4w/IVC.3.15%20BP1212-Policy-on-assessing-the-president.pdf?dl=0
IV.C.17	Comprehensive Quadrennial Assessment of President Daisy https://www.dropbox.com/s/q774krdfy2dy4jc/IV.C.3.17%20BOR_4year-comprehensiv-review.pdf?dl=0
IV.C.18	PL 7-79, Sections 5,6, and 19 https://www.dropbox.com/s/ezei1umx0va84u2/IV.C.4.18%20Board%20Membership.pdf?dl=0
IV.C.19	BP 2001 Policy on Policies https://www.dropbox.com/s/qij5lal7jiy8sle/IV.C.5.19%20COMFSM_BP2001%20%20Policy%20on%20Policies.pdf?dl=0
IV.C.20	PL 7-79 Section 19 https://www.dropbox.com/s/c9s6ebfuseh2muy/IV.C.3.19%20PL7-79_Section-19.pdf?dl=0
IV.C.21	Board Web Page http://www.comfsm.fm/?q=node/141 https://www.dropbox.com/s/c599jjtn8o7j28n/IV.C.6.21%20Board%20of%20Regents%20Website.pdf?dl=0
IV.C.22	BP 1200 Membership and Terms of Office

	https://www.dropbox.com/s/dvghbeb6v1dnmsj/IV.C.22%20BP1200%20BOR%20Membership%20and%20Terms%20of%20Office.pdf?dl=0	
IV.C.23	BP 1210 Powers and Responsibilities https://www.dropbox.com/s/v49ompdx3kqfi9m/IV.C.6.23%20BP1210%20Power%20and%20Responsibilities.pdf?dl=0	
IV.C.24	Bylaws Article II, and IV https://www.dropbox.com/s/e1mz45bsb5mjybb/IV.C.24%20Board%20of%20Regents%20Bylaws%20Articles%20II%20and%20IV.pdf?dl=0	
IV.C.25	Bylaws Article I https://www.dropbox.com/s/5p0y7whybd5atc3/IV.C.25%20Board%20of%20Regents%20Bylaws%20Article%20I.pdf?dl=0	
IV.C.26	PL 7-79 Section 19(10) https://www.dropbox.com/s/jad9gtj02f6kfke/IV.C.7%20PL-7-79%20Section%2019%20-10.docx?dl=0	
IV.C.26	PL 7-79 Section 9(13) https://www.dropbox.com/s/22emqascv088fel/IV.C.7.26%20Board%20Members%20Expiration%20of%20Terms.docx?dl=0	
IV.C.27	BP 2001 Policy on Policies https://www.dropbox.com/s/qij5lal7jiy8sle/IV.C.5.19%20COMFSM_BP2001%20Policy%20on%20Policies.pdf?dl=0	
IV.C.28	BP 2001 Policy on Policies https://www.dropbox.com/s/2uyyg5l6c87o5sy/IV.C.28.%20COMFSM_BP2001.pdf?dl=0	
IV.C.29	PL 7-79 Section 19(16) https://www.dropbox.com/s/n4ghck0511i6zav/IV.C.8.29%20PL-7-79%2019%2816%29%20%20Board%20Annual%20Review.docx?dl=0	
IV.C.30	PB 2003 Institutional Planning and Integrated Master Plan http://www.comfsm.fm/Policy/Board-Policy/Chapter-2/BP2003-Institutional-Planning-and-Integrated-Educational-Master-Plan.pdf	
IV.C.31	Evaluation of Strategic Plans, Mission, and Values https://www.dropbox.com/s/mdg4oobdh2w2wzm/IV.C.8.30b%2020201210%202020%20Turning%20Points_draft%204%20%281%29.docx?dl=0	
IV.C.32	Table on Depth and Frequency of Board Workshops https://www.dropbox.com/s/7aesae91ac5xilh/IV.C.9.31%20Professional%20Development%20Workshops.pdf?dl=0	
IV.C.33	PL 7-79, Sections 7-9 https://www.dropbox.com/s/hmsq75vtlwlpiky/IV.C.33%20PL-7-79%20Sections%207-9.pdf?dl=0	
IV.C.34	Letters to FSM President re Expiring Terms https://www.dropbox.com/s/30xjak2qlr4tsf8/IV.C.9.33%20Letter%20to%20FSM%20President%20on%20BOR%20Expiring%20Terms.pdf?dl=0	
IV.C.35	PL 7-79 Section 19(21) Board Assessment of its Performances https://www.dropbox.com/s/1v622ombghq4o4p/IV.C0.34%20PL-7-79%2019%2821%29%20Board%20assess%20its%20performance.docx?dl=0	
IV.C.36	BP 1330 Board Self-Assessment https://www.dropbox.com/s/k38363pabpoi83m/IV.C.36%20BP1330%20Board%20Self%20Assessment.pdf?dl=0	

IV.C.37	College of Micronesia-FSM Board Self-Assessment Survey https://www.dropbox.com/s/k79d4s5m57b7gam/IV.C.36%20Board%20Self-Assessment%20Survey.pdf?dl=0
IV.C.38	AP 1330 Board Self-Assessment Procedure https://www.dropbox.com/s/yyn2g6mdxhyw3qz/IV.C0.37%20AP1330%20Board%20Self-Assessment%20Procedure.pdf?dl=0
IV.C.39	PL 7-79 Section 20 Board Ethical Conduct https://www.dropbox.com/s/ufjkomojdta9zi2/IV.C1.38%20Board%20of%20Regents%20Ethical%20Conduct.docx?dl=0
IV.C.40	Bylaws Article V Sections 1-5 https://www.dropbox.com/s/yqcae9vguoy0dxo/IV.C1.39%20Article%20V%20BOR%20BYLAWS%20-%20Board%20Ethical%20Conduct.docx?dl=0
IV.C.41	PL 7-79 Section 19(8) https://www.dropbox.com/s/cbiyzue5tpneuml/IV.C.41%20PL-7-79%20Section%2019%288%29.pdf?dl=0
IV.C.42	PL 7-79 Section 21(1) https://www.dropbox.com/s/e2q4374cfop5ayg/IV.C.41%20PL-7-79%20Section%2021%281%29.pdf?dl=0
IV.C.43	Bylaws Article II Section 4 https://www.dropbox.com/s/m2ewl9npw0p19vz/IV.C2.41%20Board%20of%20Regents%20By%20Laws%20Article%20II%20Section%204.docx?dl=0
IV.C.44	Table on Record of Presentation on Accreditation Matters to the Board https://www.dropbox.com/s/drk99idzsp6cghr/IV.C.44 Presentation on Accreditation Matters.pdf?dl=0

Standard IV.D. Multi-College Districts or Systems

The College of Micronesia-FSM is one college with six campuses and so this Standard does not apply.

G. Quality Focus Essay

Introduction of Projects

In June 2021, the college completed a study with [McREL International](#) on _[Using High School Data to Explore Early College Success on Pohnpei, Federated States of Micronesia](#)_. One major finding was that students who enter college in the summer term rather than in the fall term immediately after graduation are more likely to persist to the second year. The college has increased recruitment of new students for summer 2021 by 44% compared to summer 2020. The college's fall-to-spring [persistence rate](#) decreased over the five years from 88% in 2016 to 75.5% in 2020. However, its fall-to-fall persistence rate slightly increased from 61% in 2016 to 63.9% in 2020.

The college participates in the Community College Survey of Student Engagement (CCSSE), and uses the survey data as one of the measures of success for _Strategic Direction I: Innovate academic quality to ensure student success_ under its [2018-2023 Strategic Plan](#). The goal is to meet or exceed all five CCSSE benchmarks. Figure XX below shows the college's scores in the 2016, 2018, and 2020 CCSSE surveys as compared to the cohort benchmarks.
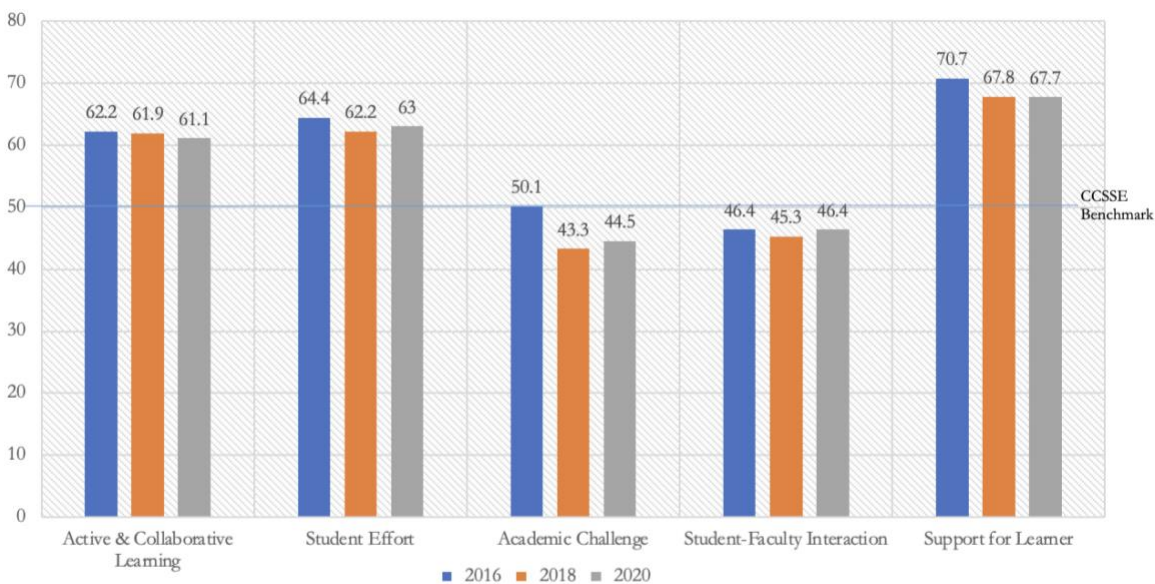
Figure QFE.1. 2016-2020 CCSSE Performance

While the college exceeded four out of the five CCSSE cohort benchmarks (score of 50) in the 2016 survey, it never met the CCSSE cohort benchmarks for _academic challenge_ and _student-faculty interaction_ in the subsequent surveys. As such, both criteria (_academic challenge_ and _student-faculty interaction_) were identified as priority areas at the 2021 Annual Summit where the college focused on developing projects to improve student learning and success.

Academic challenge and _student-faculty interaction_ have been discussed since the results of the 2018 CCSSE survey data were received. In 2019, a team from the college attended the 2019 Student Success

Institute held by the Center for Community College Student Engagement (CCCSE) in San Antonio, Texas, and first created the action plan for improving academic advising at the college. This action plan, which focused on comparing students taking developmental classes versus college-level classes, provides much of the foundation for both projects.

Strategic Direction II of the college's 2018-2023 Strategic Plan is to strengthen resources to meet current and future needs with increasing enrollment by 5% as one of the measures of success. This measure of success was also identified one of the top three priorities at the college's 2021 Annual Summit. Average student credits are below institution set standard (ISS), and the percentage of full-time students has dropped down from around 70+% in 2017 to 2019 to 67.7% in 2020.

The college uses the College of Micronesia Entrance Test (COMET) for both entrance and placement into English and math courses. COMET data from spring 2017 to 2021 show that there has been a steady decline in the number of high school students taking the entrance test. Figure XX below shows the number of high school seniors who took COMET by state from 2017 to 2021.
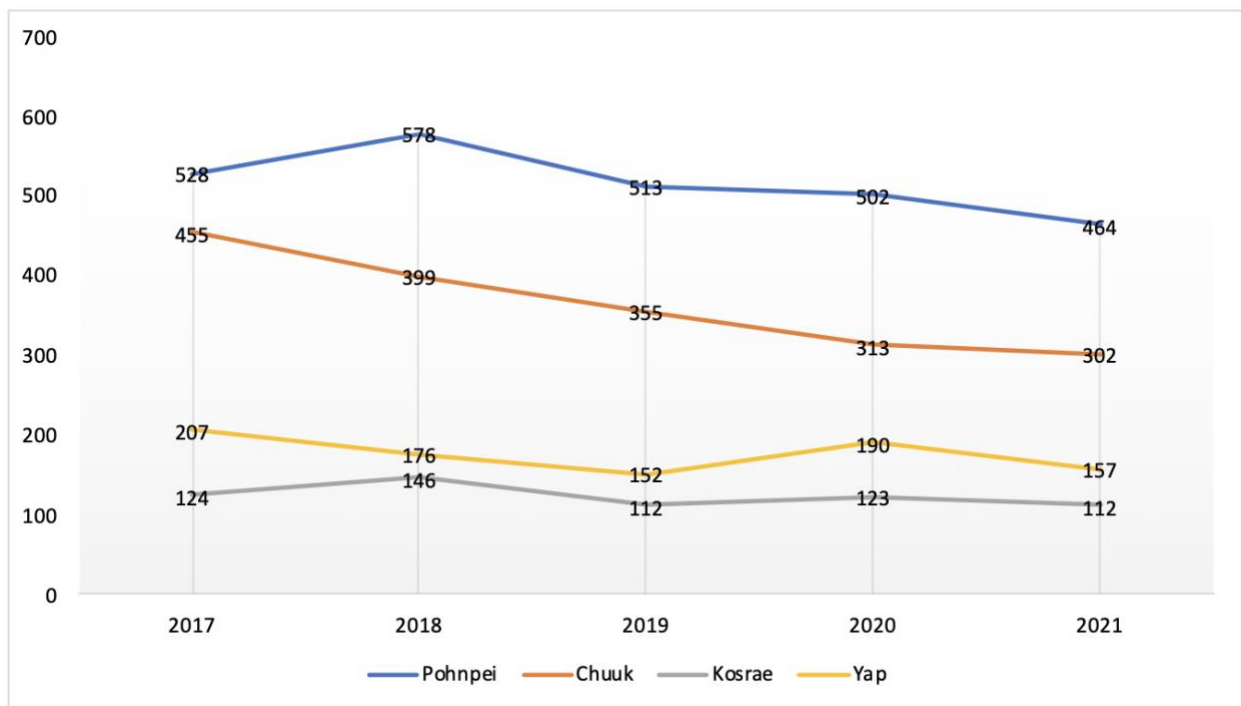
Figure QFE.2. 2017-2021 COMET Data: High School Seniors Who Took the COMET (by State)

Not only are fewer students taking COMET, but there is also a percentage of students who are not admitted according to their COMET scores. The table below shows that about 20% of students taking COMET are not admitted to any program at the college. Table QFE.1 summarizes these figures during the last five years.

Table QFE.1. Number of Students Taking COMET and Not Admitted: Spring 2017-Spring 2020.

Year	No. not admitted	Percent of total students
Spring 2017	413	29%
Spring 2018	317	22%

Year	No. not admitted	Percent of total students
Spring 2019	261	20%
Spring 2020	194	17%
Spring 2021	234	23%

The two projects in this Quality Focus Essay (QFE) are to increase student-faculty engagement rates and persistence rates, and increase enrollment through (1) "Welewel" Student Advising Program (2) "Welewel" Pathways: Admission to Graduation.

Project 1. "Welewel" Student Advising Program

The plan is to create a centralized and/or general advising center for new students and students who have not decided on a major before turnover to program advisors by their third semester. The purpose of the center is to provide a more holistic approach in student advising before they are transferred to program advisors. The general advising center will:

- Refocus student advising using the transformational model of advising from the current transactional model. This model promotes practice of sound information processing, ongoing critical reflection and context-based decision making by the student. Advisors using this approach have the goal that students leave their institutions as educated adults who continually assimilate their learning, reflect upon it, and are in a position to participate in society in a meaningful way.
- Streamline the process through application>admissions>matriculation>graduation.
- Redefine/clarify the role of academic advisors/career counselors including faculty and staff.

A student advising improvement plan will improve the current student advising on the program level and address student-advisor mismatch and lack of engagement by students. The plan includes:

- Aligning students to their appropriate academic advisor.
- Adding measures to evaluate academic advising.
- Applying transformational approach rather than the transactional approach to encourage students to be motivated to participate in advising.

Other implications for improving advising and using guided pathways include:

- Developing an early alert system to identify at-risk students and provide them just-in-time interventions.
- Strategic scheduling of classes and revision of course selection procedure.
- Revisit developmental courses (part of project 2).
- Develop a first-year experience course.
- Increase use of imbedded tutoring – Imbedded tutoring is used in the current sequence of developmental English and math courses called Achieving College Excellence (ACE). Between Fall 2015 and Spring 2020 course completion rates average:

Table QFE.2. ACE Completion Rates

ACE Course	Completion Rate	College Course	Completion Rate
ESL 091a English reading, writing, speaking, listening	76.69%	EN 110 Advanced Reading	71.78%
ESL 092a English reading, writing, speaking, listening	69.77%	EN 120a Expository Writing	64.2%
MS 091a Math	84.83%	MS 100 College Algebra	58.37%
MS 092a Math	60.70%		

Course completion rates in ACE are close to or better than course completion rates in college level courses.

Project 2. "Welewel" Pathways: Admission to Graduation

The college plans to build on project one by opening enrollment, meaning no group is not admitted to the college as a result of COMET. COMET will continue to be used as a placement tool, but the non-admit category will be eliminated. All students will receive the improved advising and take the first-year experience course.

Certificate programs are offered for students needing entry-level job skills and who may not be academically inclined. These programs will be modified to provide learning opportunities in English and math as well as specific job skills. Some of these programs provide foundation skills for degrees, such as the Agriculture and Food Technology (AFT) program provides skills for the degree in Agriculture and Natural Resource Management (ANRM). Students in the AFT program can move to the ANRM degree program upon successful completion of their AFT certificates if they want to achieve an associate degree. In this situation, re-taking COMET is not required for placement into the ANRM degree program.

The college will research and revise developmental course offerings to reflect current best practices and reduce time students need to spend taking an English or math course below college level. Proved best practices at COM-FSM are the imbedded tutoring and compressed schedules used in ACE.

Anticipated Impact on Student Learning and Achievement

The creation of a general student advising center will expand the current academic advising system by:

- Providing one-on-one general orientation for students
- Guiding students on program selection
- Providing career path advising
- Marketing programs specific to career opportunities for graduating students
- Providing an advising manual for the new advising structure of the college

Revision of enrollment criteria, certificate programs, and developmental courses will:

- Increase access to COM-FSM and learning opportunities
- Increase support in the classroom and just-in-time interventions

- Establish clear pathways to degree programs

If students are provided with proper help on career planning, developing clearer goals, and academic advising, then they will be able to successfully get on a path, stay on their path, engage in active and collaborative learning, and complete their courses and programs.

Outcome Measures

Project 1. "Welewel" Student Advising Program
- Increase in CCSSE score for student-faculty interaction
- Increase graduation rate
- Increase retention rate (fall to fall and fall to spring)
- Increase course completion rate.

Project 2. "Welewel" Pathways: Admission to Graduation
- Enrollment increases by 5%.

Action Plan(s)

QFE Project 1: "Welewel" Student Advising Program Action Plan

Activity	Responsible Party	Resources	Timeline
Develop new framework for restructured student advising	VPEMSS	Financial and Human resources for the new office	Year One Fall 2023
Budget planning and formulation	VPEMSS and VPIEQA	Human resources	Year One Fall 2023
Training needs assessment and administration of identified training needs	VPEMSS and VPIEQA	Financial and Human resources for the survey	Year One & Ongoing Spring 2024
Implementation of new academic advising model	VPEMSS and VPIA	Financial and Human resource for the new office	Fall 2024 Ongoing
Assessment of the new restructured student advising at college	VPEMSS, VPIA, VPIEQA	Human resource	Ongoing
Development of first-year experience course including teaching manual	VPIA, Dean of Academic Programs	Human resources	Year One Fall 2023
Train faculty and staff to teach first-year experience course	VPIA, Dean of Academic Programs	Human resources	Year One Spring 2024
Implementation & Evaluation of first-year experience course	VPIA, Dean of Academic Programs, faculty	Human resources	Fall 2024 and Spring 2025 and ongoing

QFE Project 2: Welewel" Pathways: Admission to Graduation Action Plan

Activity	Responsible Party	Resources	Timeline
Develop proposal for policy change in admissions (open enrollment)	VPEMSS and Recruitment, Admissions, and Retention Committee	Human resources	Year Fall 2024
Revise placement criteria into certificate, ACE, and degree levels	VPIA, DAP, CC, RAR	Human resources	Fall 2024
Certificate Programs designed/modified to lead to associated degree program	VPIA,DAP, Deans, Program Faculty	Human resources	Spring 2025
Design new certificate programs to meet community needs	VPIA, Dean of Academic Programs, and Director of Career & Tech. Programs	Financial and Human resources	Starting year three (fall 2025) and Ongoing
Research and revise developmental English and math courses	VPIA and Dean of Academic Programs with program faculty	Financial and Human resources	Starting year 2023 and ongoing.
Provide training for faculty teaching certificate and developmental courses and tutors for imbedded tutoring	VPEMSS, VPIA	Human resources	Starting spring 2024 and Ongoing
Develop and Implement programs with high schools to develop math and English skills starting with first year of high school	VPIA, VPEMSS, Deans, Faculty	Grant Funding; State government support	Fall 2024
Implement Open Enrollment Policy	VPIA, VPEMSS		Summer 2026